

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 Renewal Report for Somerset Academy of Las Vegas  
*Per [NRS 388A.285](#) and [NAC 388A.415](#)*

Issued June 29, 2021

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## 1. School Overview

### a. Addresses:

- i. Aliante Campus: 6745 Valley Drive North Las Vegas, NV 89084
- ii. Lone Mountain Campus: 4491 N. Rainbow Blvd Las Vegas, NV 89108
- iii. Losee Campus: 4650 Losee Road North Las Vegas, NV 89081
- iv. North Las Vegas Campus: 385 W. Centennial Pkwy North Las Vegas, NV 89084
- v. Skye Canyon Campus: 7038/58 Sky Pointe Dr Las Vegas, NV 89131
- vi. Sky Pointe Campus: 8151 N. Shaumber Road Las Vegas, NV 89166
- vii. Stephanie Campus: 50 N. Stephanie Street Henderson, NV 89074

### b. Campus Locations and Enrollment Caps: Clark County

Aliante Cap:	1,110
Lone Mountain Cap:	960
Losee Cap:	2,400
North Las Vegas Cap:	1,115
Skye Canyon Cap:	900
Sky Pointed Cap:	1,940
Stephanie Cap:	950

### c. Governing Board Members

- i. President – John Bentham
- ii. Vice President – Sarah McClellan
- iii. Treasurer – Travis Mizer
- iv. Member – LeNora Bredsguard
- v. Member – Cody Noble
- vi. Member – William Harty
- vii. Member – Renee Fairless

*Board Member information based on Epicenter Board Center*

d. Academic Data Overview<sup>1</sup> - NRS 388A.285(1)(a)

*The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.*

<b>Year</b>	<b>NSPF Rating</b>
2016 – 2017	Elementary School: 4 Stars Middle School: 3 Stars High School: Not Rated
2017 – 2018	Lone Mountain Elementary School: 4 Stars Lone Mountain Middle School: 5 Stars  Losee Elementary School: 3 Stars Losee Middle School: 3 Stars Losee High School: Not Rated  North Las Vegas Elementary School: 2 Stars North Las Vegas Middle School: 3 Stars  Sky Pointe Elementary School: 4 Stars Sky Pointe Middle School: 3 Stars Sky Pointe High School: 3 Stars  Stephanie Elementary School: 4 Stars Stephanie Middle School: 5 Stars

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<sup>1</sup> For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

Year	NSPF Rating
2018 – 2019	<p>Aliante Elementary School: 2 Stars Aliante Middle School: 5 Stars</p> <p>Lone Mountain Elementary School: 5 Stars Lone Mountain Middle School: 5 Stars</p> <p>Losee Elementary School: 2 Stars Losee Middle School: 2 Stars Losee High School: 2 Stars</p> <p>North Las Vegas Elementary School: 2 Stars North Las Vegas Middle School: 4 Stars</p> <p>Sky Pointe Elementary School: 5 Stars Sky Pointe Middle School: 5 Stars Sky Pointe High School: 2 Stars</p> <p>Skye Canyon Elementary School: 5 Stars Skye Canyon Middle School: 5 Stars</p> <p>Stephanie Elementary School: 5 Stars Stephanie Middle School: 5 Stars</p>
2019 – 2020 <sup>2</sup>	<p>Aliante Elementary School: 2 Stars Aliante Middle School: 5 Stars</p> <p>Lone Mountain Elementary School: 5 Stars Lone Mountain Middle School: 5 Stars</p> <p>Losee Elementary School: 2 Stars Losee Middle School: 2 Stars Losee High School: 2 Stars</p> <p>North Las Vegas Elementary School: 2 Stars North Las Vegas Middle School: 4 Stars</p> <p>Sky Pointe Elementary School: 5 Stars Sky Pointe Middle School: 5 Stars Sky Pointe High School: 2 Stars</p>

<sup>2</sup> Due to COVID-19, the Nevada Department of Education (NDE) applied for and was granted a 2019 – 20 school year waiver from the US Department of Education for certain assessment, accountability, school identification, and reporting requirements established by the Every Student Succeeds Act (ESSA). Accordingly, for the 2019 – 20 school year, Nevada statewide assessments were not administered and the NDE did not calculate Nevada School Performance Framework (NSPF) school ratings. Therefore, NSPF school ratings and accountability indicators for the 2019 – 20 school year have been carried over from the 2018-2019 reporting year.

	Skye Canyon Elementary School: 5 Stars Skye Canyon Middle School: 5 Stars  Stephanie Elementary School: 5 Stars Stephanie Middle School: 5 Stars
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*The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found as Appendix A.*

e. Financial Data Overview - NRS 388A.285(1)(a)

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2016 - 2017	Good Standing
2017 - 2018	Good Standing
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix H for a complete copy of the SPCSA Financial Performance Framework.

f. Organizational Data Overview - NRS 388A.285(1)(a)

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2016 - 2017	Good Standing
2017 - 2018	Good Standing
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix I for a complete copy of the SPCSA Organizational Performance Framework.



g. Enrollment History

*The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.*

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	0	0	0	0	0
K	569	572	792	811	839
1	573	579	796	820	850
2	571	581	801	817	847
3	575	573	798	818	851
4	599	606	820	824	846
5	600	604	824	872	856
6	747	735	982	941	922
7	710	712	865	979	971
8	679	661	747	870	989
9	317	397	411	454	505
10	257	300	357	387	430
11	180	216	244	301	325
12	55	153	189	206	257
<b>Total</b>	<b>6432</b>	<b>6689</b>	<b>8626</b>	<b>9100</b>	<b>9488</b>

2020-21 Demographics – Enrollment Rate

	Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
Aliante	1092	4.4%	12.7%	32.3%	36.7%	0.1%	10.1%	3.3%	22.0%	13.0%	3.5%
Lone Mountain	989	3.0%	7.0%	45.0%	36.6%	0.3%	7.0%	0.8%	24.3%	11.3%	4.9%
Losee	2120	4.1%	20.6%	14.5%	51.3%	0.2%	7.1%	1.9%	39.4%	10.6%	8.9%
N. Las Vegas	1189	4.3%	25.8%	16.8%	41.7%	0%	9.7%	1.4%	43.5%	11.4%	7.9%
Sky Pointe	2146	2.6%	7.7%	53.0%	25.4%	0.4%	9.4%	1.2%	18.9%	12.2%	2.1%
Skye Canyon	993	5.7%	4.6%	53.1%	23.4%	0%	11.6%	1.3%	12.9%	10.5%	2.0%
Stephanie	959	4.6%	7.5%	39.7%	34.7%	0.3%	10.9%	2.0%	33.3%	13.6%	3.1%

## 2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

*The Authority Board has issued the following Notices to Somerset Academy of Las Vegas:*

### a. *Academic*

A Notice of Concern on September 28, 2018 for the N. Las Vegas elementary school due to a 2-star rating during the 2017 – 2018 school year. A copy of this Notice can be found attached to this report as Appendix E.

A Notice of Breach and Notices of Concerns on October 4, 2019 for the N. Las Vegas elementary school the Aliante and Losee elementary schools, and the Losee middle school due to 2-star ratings during the 2018 – 19 school year. A copy of this Notice can be found attached to this report as Appendix F.

### b. *Financial*

A Notice of Concern on July 14, 2017 due to financial underperformance during the 2016 – 2017 school year. A copy of this Notice can be found attached to this report as Appendix G.

### c. *Organizational*

The Authority has not issued any Organizational Notices to Somerset Academy of Las Vegas this charter term.

### d. *Site Evaluations*

No deficiencies have been identified during site evaluations of Somerset Academy of Las Vegas this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

### 3. Summary of the Overall Performance of Somerset Academy of Las Vegas

Somerset Academy of Las Vegas currently offers instruction at the elementary, middle and high school levels across seven campuses. According to the NSPF ratings for the 2018 – 2019 school year, the network earned the following ratings:

	<u>Elementary Ratings</u>	<u>Middle School Ratings</u>	<u>High School Ratings</u>
2018 – 19	<ul style="list-style-type: none"> <li>- Aliante: 2 – star</li> <li>- Lone Mountain: 5 - star</li> <li>- Losee: 2 – star</li> <li>- N. Las Vegas: 2 – star</li> <li>- Sky Pointe: 5 – star</li> <li>- Skye Canyon: 5 – star</li> <li>- Stephanie: 5 – star</li> </ul>	<ul style="list-style-type: none"> <li>- Aliante: 5 – star</li> <li>- Lone Mountain: 5 - star</li> <li>- Losee: 2 – star</li> <li>- N. Las Vegas: 4 – star</li> <li>- Sky Pointe: 5 – star</li> <li>- Skye Canyon: 5 – star</li> <li>- Stephanie: 5 – star</li> </ul>	<ul style="list-style-type: none"> <li>- Losee: 2 – star</li> <li>- Sky Pointe: 2 – star</li> </ul>

As noted in the NSPF guidance document, a 2-star elementary or middle school program identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas require significant improvement are uncommon. The NSPF guidance document describes a 4-star elementary or middle school program as a commendable school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The NSPF describes a 5-star elementary or middle school as one 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.

NSPF guidance describes a 2-star high school as one that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon.

A copy of the NSPF reports for Somerset Academy of Las Vegas for the 2018 – 2019 school year is included as Appendix A within this report. As detailed below, this was the second consecutive year that the Somerset – N. Las Vegas ES earned a 2-star rating. This resulted in a Notice of Breach being issued to this school for academic underperformance on October 4, 2019. As a result of the 2-star ratings at the Aliante and Losee elementary programs, and the Losee middle school program, the Authority issued Notices of Concern to each of these campuses due to academic underperformance. These notices were also issued on October 4, 2019.

Additionally, it is noteworthy that both the Somerset Losee – ES and Losee - MS were also designated as a TSI (Targeted Support and Improvement) school. According to the guidance document for the NSPF, schools with a TSI designation are schools consistently underperforming for two consecutive years in the Academic Achievement Indicator and two other indicators.

Prior to the 2018– 2019 school year, the only Somerset Academy of Las Vegas campus to receive a rating below three stars was the North Las Vegas – ES. This campus received a 2-star rating for the 2017– 2018 school year according to the NSPF. This 2-star rating resulted in a Notice of Concern being issued to the Somerset – North Las Vegas ES for academic underperformance on September 28, 2018.

All other NSPF ratings at the elementary level earned a 3-star or 4-star rating under the NSPF. The guidance document for the NSPF indicates that a 3-star school identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for

academic achievement or growth with little exception; however, no group is far below standard. The description of a 4-star elementary school is already provided above. For the 2017 – 2018 school year, all middle schools within the Somerset Academy of Las Vegas network earned a 3-star or 5-star rating. Descriptors within the NSPF guidance document for these ratings can be found above.

Finally, Somerset Academy of Las Vegas earned one high school rating in 2017 – 2018 under the NSPF. The Sky Pointe high school earned a 3-star rating, which is described as an adequate school that met the state’s standard for performance according to NSPF guidance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard.

With regards to the financial performance and viability of the school, the SPCSA issued a Notice of Concern due to financial concerns arising during the 2016 – 2017 fiscal year. A copy of this notice can be found as Appendix G. Since that time, SPCSA staff has not observed any viability concerns. The most recent financial performance report, which can be found as Appendix H, demonstrates that the Somerset network is Meeting the Standard for the most recent fiscal year.

The organizational health and performance of the school has been strong over the current charter term. Somerset Academy of Las Vegas was found to be ‘Meeting Standards’ for the 2019 – 2020 school year according to the SPCSA Organizational Framework. A copy of the most recent Organizational Performance Framework can be found as Appendix I to this report.

Finally, SPCSA staff has conducted two site evaluations at each of the Somerset campuses starting in the 2018 – 2019 school year. SPCSA staff has found many positive takeaways during these evaluations, including high levels of student engagement, even during the COVID-19 pandemic, a system of supports to develop instructional staff, and a strong school culture that was observable at multiple campuses. SPCSA staff also identified some areas of growth for the school to prioritize, including the need to continue efforts to diversify their student body to be more representative of Clark County, the need to develop the current methodology for evaluating the school’s Education Management Organization (EMO), and to continue to prioritize academic improvement at the campuses currently operating under a Notice (Aliante, Losee, N. Las Vegas. During this charter term, no deficiencies have been identified during a site evaluation.

It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B, C and D for more details on the Somerset Academy of Las Vegas site evaluations.

#### **4. Requirements for the Renewal Application – NRS 388A.285(1)(c)**

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2021<sup>3</sup>. This template will be provided to schools no later than July 31, 2021.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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<sup>3</sup> NRS 388A.285(3)

## **5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)**

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

# Appendix A

# School Year 2016-2017 Nevada School Rating for Somerset Academy of Las Vegas



Somerset Academy of Las Vegas

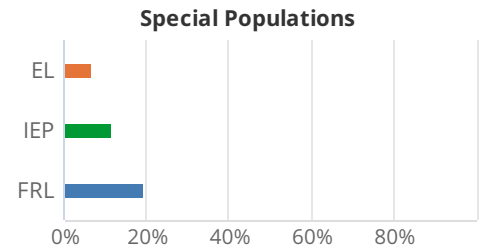
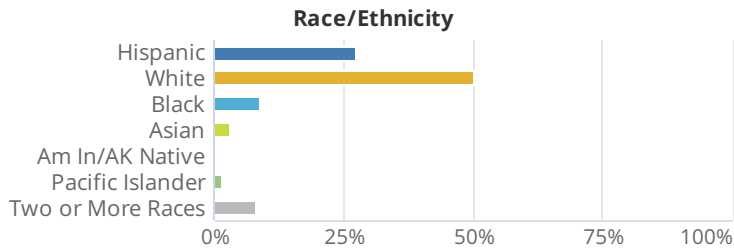
John Barlow, Principal

Grade Levels: 0K-12

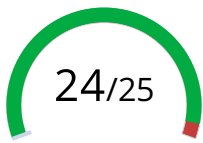
Website: [www.somersetacademyoflasvegas.org](http://www.somersetacademyoflasvegas.org)

School Level: Elementary School

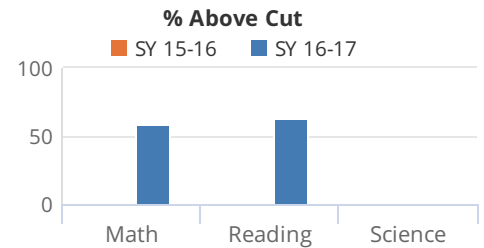
4650 Losee Road  
North Las Vegas, NV 89081  
Phone: 702-308-2425



## Academic Achievement



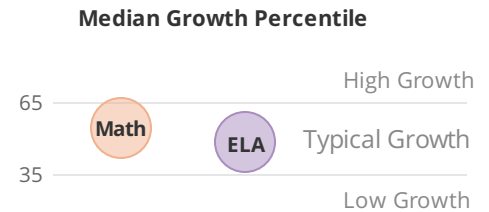
	% Above Cut	District
Math CRT	59.4	53.3
ELA CRT	62.6	59.9
Science CRT		
<i>Pooled Average</i>	61.0	56.6
Ready by Grade 3	59.6	56.4



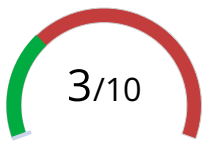
## Student Growth



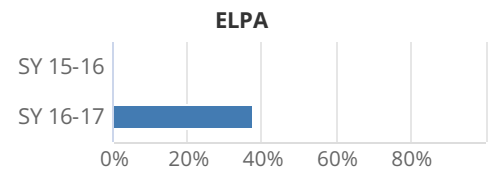
	SY 16-17
Math CRT MGP	54.0
ELA CRT MGP	48.0
Math CRT AGP	50.9
ELA CRT AGP	53.2



## English Language



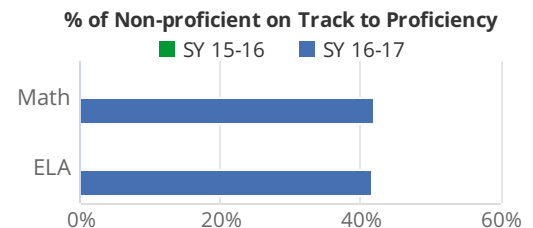
	% of EL Meeting AGP	District
ELPA	37.5	41.4



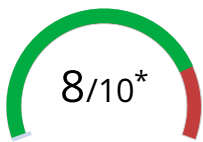
## Closing Opportunity Gaps



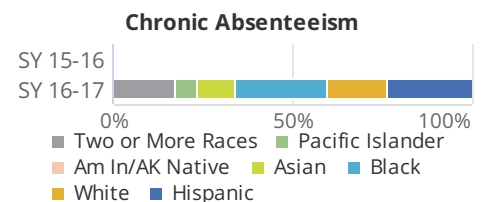
Non-proficient	% Meeting AGP
Math CRT	42.0
ELA CRT	41.6



## Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	6.8	10.6
	% Participation	Met Target
Climate Survey	N/A	No



\*Bonus points included



## Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	73.7	69.6	65.4	70.4	73.2	72.8
Black/African American	35.7	32.3	25	45.9	42.7	36.4
Hispanic/Latino	45.8	41.1	33.1	52.5	49.3	42.6
Pacific Islander	67.7	53.9	42.7	77.4	58.2	53.3
Two or More Races	65.6	58.4	50.4	66.2	66.4	60.6
White/Caucasian	69.5	59.7	54.9	70	65.2	63.9
Special Education	37.5	30.8	20.9	37.5	33.3	22.4
English Learners Current + Former	37	42.4	28.8	40.5	44.6	35.1
English Learners Current	29.8	27.8		29.8	26.5	
Economically Disadvantaged	45.2	34.7	32.4	53.1	42.9	41

## Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	66.6	68.6
Black/African American	36.7	40.2
Hispanic/Latino	50.3	47
Pacific Islander	72.7	48.8
Two or More Races	61.7	58.2
White/Caucasian	68.5	62.4
Special Education	40.2	36.3
English Learners Current + Former	37.8	42.2
English Learners Current	22.2	23.1
Economically Disadvantaged	48.4	37.5

## Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	60.5	58	57.8	73.6
Black/African American	44	50	35.6	49.4
Hispanic/Latino	50	49	42.3	50
Pacific Islander	68	61	58.8	58.8
Two or More Races	58.5	53	54.5	59
White/Caucasian	55.5	44	56.5	53
Special Education	51	48	44.1	42.9
English Learners Current + Former	72	55	50.9	45.4
English Learners Current	76	55	53.1	37.5
Economically Disadvantaged	55	47.5	45.2	48.8

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	32.6	36.5
Hispanic/Latino	36.5	39.8
Pacific Islander	-	-
Two or More Races	42.8	43.7
White/Caucasian	48.5	44.1
Special Education	36	37.2
English Learners Current + Former	52.9	34.3
English Learners Current	51.5	32.2
Economically Disadvantaged	8.3	27.2

**Chronic Absenteeism**

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	3.8	4.9
Black/African American	9.4	19.8
Hispanic/Latino	8.5	13.4
Pacific Islander	2.2	11.5
Two or More Races	6.2	9.6
White/Caucasian	5.9	8.4
Special Education	11	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	8.5	15.1
Economically Disadvantaged	7.7	18.5

## What does my school rating mean?

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
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### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

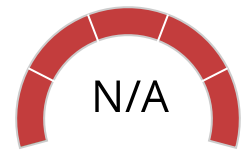
### Star Rating



### Index Score

at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2016-2017 Nevada School Rating for Somerset Academy of Las Vegas



Somerset Academy of Las Vegas

John Barlow, Principal

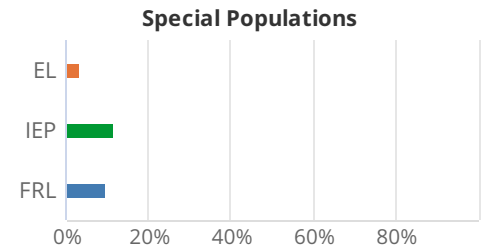
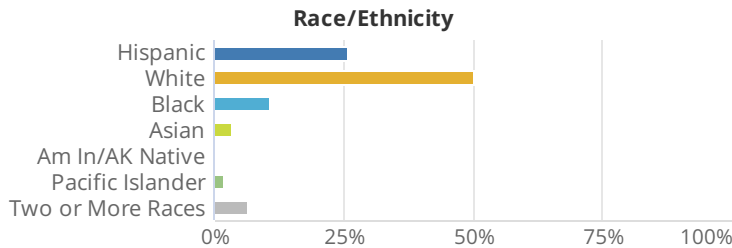
Grade Levels: 0K-12

Website: [www.somersetacademyoflasvegas.org](http://www.somersetacademyoflasvegas.org)

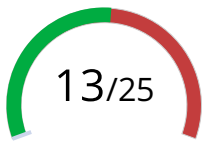
School Level: High School

4650 Losee Road  
North Las Vegas, NV 89081

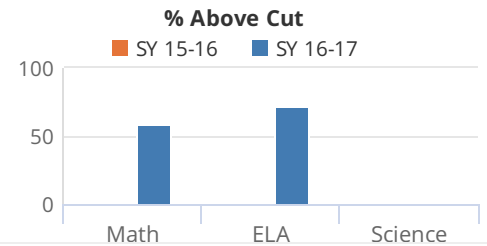
Phone: 702-308-2425



## Academic Achievement



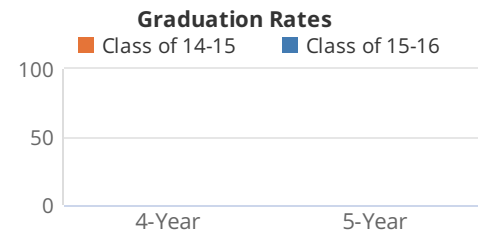
	% Above Cut	District
Math End of Course	58.2	54.8
ELA End of Course	71.7	70.5
Science End of Course		
<i>Pooled Average</i>	62.7	61.8



## Graduation



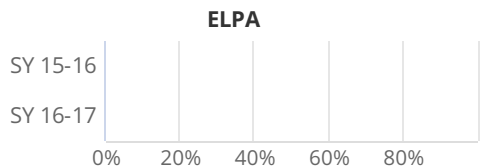
	School Rate	District Rate
4-Year	N/A	58.5
5-Year	N/A	63.8



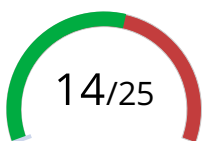
## English Language Proficiency



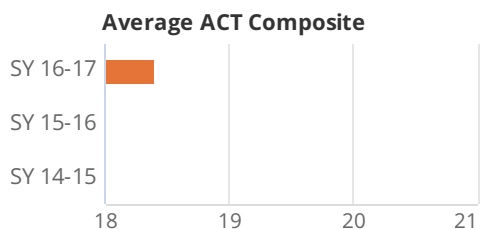
	% of EL Meeting AGP	District
ELPA	0	14.4



## College Career Readiness



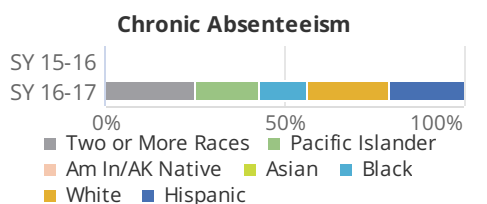
	School	District
ACT Average Composite	18.4	17.8
Grade 9 Sufficiency	89.1	82.2
Grade 10 Sufficiency	86.3	71.9
<i>Pooled Average</i>	87.9	77.4
EOC Math CCR	21.1	25
EOC ELA AL CCR	45.2	43.9
<i>Pooled Average</i>	29.2	34



## Student Engagement



	School	District
Chronic Absenteeism	14.8	13.7
Academic Learning Plans	100	78.3
	% Participation	Met Target
Climate Survey	N/A	No



\*Bonus points included

## Student EOC Proficiency

	Percent Above the Cut							
	Math	2017 Math I	Math	2017 Math II	ELA	2017 ELA I	ELA	2017 ELA II
	I	MIP	II	MIP	I	MIP	II	MIP
American Indian/Alaska Native	-	70.5	-	29.3	-	70.8	-	72
Asian	-	87.5	70	59.3	-	84.2	-	84
Black/African American	54.5	63.5	23.5	19.6	15.3	51.4	58	47.8
Hispanic/Latino	68.1	71.2	37.3	28.4	47	64.9	90.1	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	72.7	79.5	68.7	41.6	-	75.1	81.8	75.2
White/Caucasian	73.1	82	47.7	46.2	44.4	78.6	79.8	78.3
Special Education	59.6	56.2	0	13.4	18.1	36.1	39.2	36.7
English Learners Current + Former	69.2	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	69.2		-		-		-	
Economically Disadvantaged	84.6	69.3	54.5	27.3	-	62.7	-	60.8

## Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate	District	4y Graduation	5y Graduation Rate	District	5y Graduation
			MIP			MIP
American Indian/Alaska Native	N/A	-	64.7	N/A	-	57.1
Asian	N/A	82	87.9	N/A	86.6	86.4
Black/African American	N/A	47.8	56.5	N/A	56.9	59.4
Hispanic/Latino	N/A	61	69.7	N/A	59.4	67.1
Pacific Islander	N/A	46.1	75.9	N/A	53.8	77.8
Two or More Races	N/A	49.2	76.8	N/A	51.7	79.2
White/Caucasian	N/A	59.3	79.9	N/A	65.4	80.1
Special Education	N/A	28.3	29.3	N/A	35.5	33.8
English Learners Current + Former	N/A	30.7	42.6	N/A	50	37.4
Economically Disadvantaged	N/A	50	66.7	N/A	53.3	68.3

## ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	-	20.8
Black/African American	16.6	15.6
Hispanic/Latino	15.9	16.5
Pacific Islander	-	16.9
Two or More Races	17.6	17.9
White/Caucasian	20	18.6
Special Education	13.8	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	17.1	16.4

**EOC Math & ELA CCR****Percent CCR Achievement Level**

	<b>Math I</b>	<b>Math I District</b>	<b>Math II</b>	<b>Math II District</b>	<b>ELA I</b>	<b>ELA I District</b>	<b>ELA II</b>	<b>ELA II District</b>
American Indian/Alaska Native	-	15	-	15	-	15.3	-	13.3
Asian	-	41.9	60	40.4	-	57.8	-	67.5
Black/African American	15.9	19.7	5.8	7.8	0	23.6	19.3	23.6
Hispanic/Latino	15.3	24.6	13.4	16.6	5.8	37.7	59.1	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	27.2	29.4	37.5	22.2	-	42.5	54.5	44.8
White/Caucasian	26.2	32	23.8	23.2	22.2	46.7	60.5	44.2
Special Education	11.5	11.2	0	4.3	0	7.2	14.2	11.2
English Learners Current + Former	6.6	20	8.3	17.4	-	6.6	-	33.3
English Learners Current	0	18	-	10	-	8	-	22.2
Economically Disadvantaged	38.4	23.4	36.3	14	-	33.7	-	36.2

**Chronic Absenteeism**

	<b>% Chronically Absent</b>	<b>District</b>
American Indian/Alaska Native	-	20
Asian	0	6.6
Black/African American	9.7	15.9
Hispanic/Latino	14.6	16.7
Pacific Islander	12.5	20.1
Two or More Races	18.1	13
White/Caucasian	16.4	12.1
Special Education	18.8	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	11.5	9
Economically Disadvantaged	8.2	19.5

## What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

**Participation Warning:** Schools Where assessment participation rates are below 95% for the overall student group or any subgroup receives a Participation Warning.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language Proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15<sup>th</sup>, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

### College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

### Star Rating

TBD

### Index Score

# School Year 2016-2017 Nevada School Rating for Somerset Academy of Las Vegas



Somerset Academy of Las Vegas

John Barlow, Principal

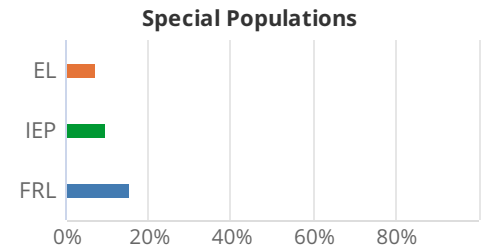
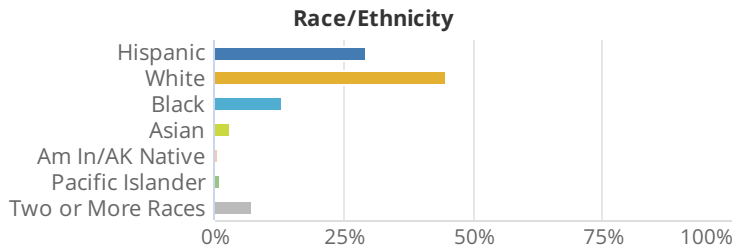
Grade Levels: 0K-12

Website: [www.somersetacademyoflasvegas.org](http://www.somersetacademyoflasvegas.org)

School Level: Middle School

4650 Losee Road  
North Las Vegas, NV 89081

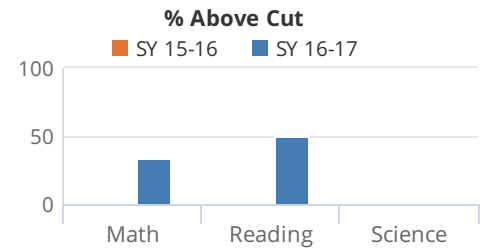
Phone: 702-308-2425



## Academic Achievement



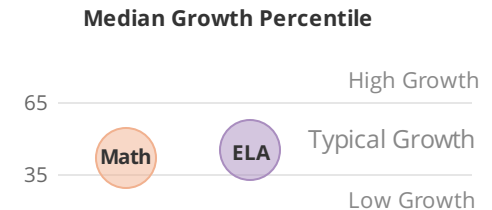
	% Above Cut	District
Math CRT	33.5	35.7
ELA CRT	50.5	53.2
Science CRT		
Math I End of Course	98.2	87.7
<i>Pooled Average</i>	43.5	46.5



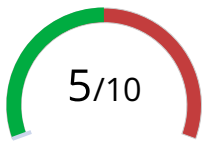
## Student Growth



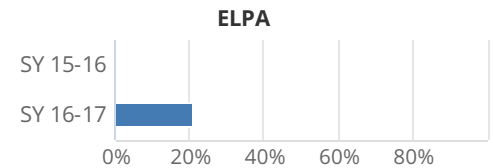
	SY 16-17
Math CRT MGP	42.0
ELA CRT MGP	45.0
Math CRT AGP	28.1
ELA CRT AGP	48.9



## English Language



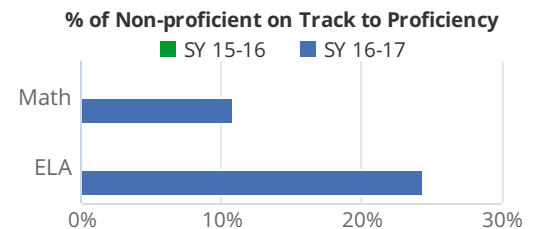
	% of EL Meeting AGP	District
ELPA	21.2	33.5



## Closing Opportunity Gaps



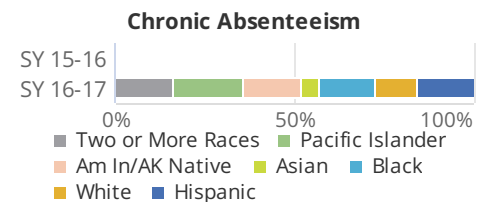
Non-proficient	% Meeting AGP
Math CRT	10.8
ELA CRT	24.5



## Student Engagement



	School	District
Chronic Absenteeism	7.6	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	91.8	94.3
	<b>% Participation</b>	<b>Met Target</b>
Climate Survey	N/A	No



\*Bonus points included



## Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	18.1	28.5	20.6	45.4	57.1	37.3
Asian	52.8	63.5	54.1	70	73.8	73.3
Black/African American	11	16.8	15.2	27.6	33.7	31.1
Hispanic/Latino	23.1	24.5	21.6	40.7	43.4	39.2
Pacific Islander	20.8	35.4	30.1	45.8	57.8	48.1
Two or More Races	38.3	39.4	34.2	59.6	55.9	57.1
White/Caucasian	45.1	42.2	41.4	60.7	60.1	62.7
Special Education	12	11.5	9.8	16.5	17.3	13.5
English Learners Current + Former	24.2	26.8	11.6	35.6	36.7	16.1
English Learners Current	13.9	11.8		24.5	18.2	
Economically Disadvantaged	24.4	21.8	21.5	41.9	39.7	38.3

## Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	54	48	50	75
Black/African American	42	37	11.8	30
Hispanic/Latino	40.5	41	21.1	40.5
Pacific Islander	24.5	34.5	16.6	38.8
Two or More Races	43	47.5	32.1	50
White/Caucasian	42	48	35	57.3
Special Education	35.5	41	11.2	16.1
English Learners Current + Former	36	39	20.3	31
English Learners Current	35.5	38.5	10.9	18.7
Economically Disadvantaged	46	46	23.1	41.1

## Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	22.2	42.8
Black/African American	4.4	13.7
Hispanic/Latino	9.8	16.6
Pacific Islander	-	-
Two or More Races	15.6	30.4
White/Caucasian	13.3	33.4
Special Education	5	11.1
English Learners Current + Former	11.4	17.3
English Learners Current	9.2	17
Economically Disadvantaged	6	29.6

**Chronic Absenteeism**

	<b>% Chronically Absent</b>	<b>District</b>
American Indian/Alaska Native	9	12
Asian	2.7	3.9
Black/African American	8.8	13.8
Hispanic/Latino	8.6	11.2
Pacific Islander	10.7	12.3
Two or More Races	9.1	12.4
White/Caucasian	6.6	7.8
Special Education	13	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	8	13.9
Economically Disadvantaged	9.8	13.6

## What does my school rating mean?

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

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- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

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#### Star Rating



#### Index Score

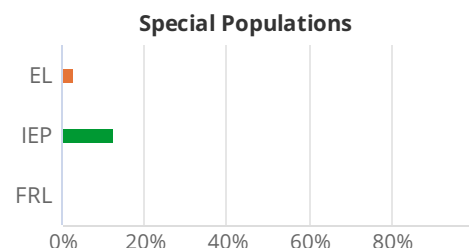
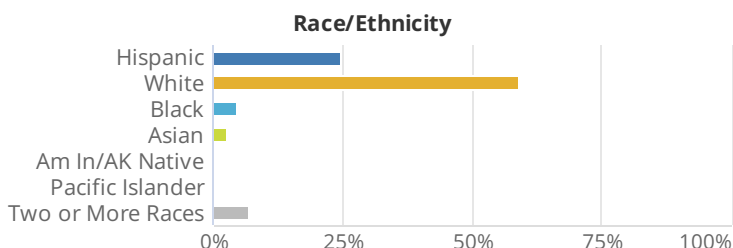
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Somerset Academy Lone Mountain



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetlonemountain.org/>

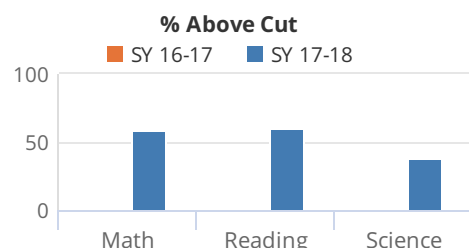
Total Index Score: 68.67  
 School Designation:  
 4491 N. Rainbow Blvd.  
 Las Vegas, NV 89108  
 Phone: 702-685-9150



## Academic Achievement



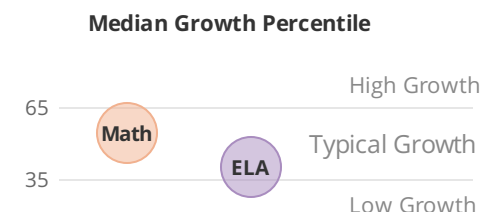
	% Above Cut	% District
Math CRT	59.2	52.8
ELA CRT	59.9	58.6
Science CRT	38	35.3
<i>Pooled Average</i>	56.4	52.9
Read by Grade 3	58.1	56.2



## Student Growth



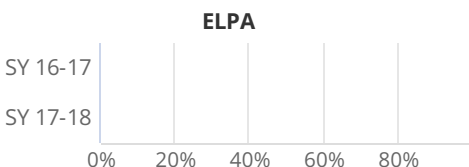
	% SY 17-18
Math CRT MGP	54.0
ELA CRT MGP	40.5
Math CRT AGP	55.2
ELA CRT AGP	46.8



## English Language



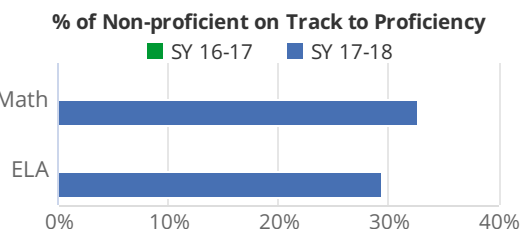
	% of EL Meeting AGP	% District
ELPA	-	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~30%	32.8
ELA CRT	~30%	29.5



## Student Engagement

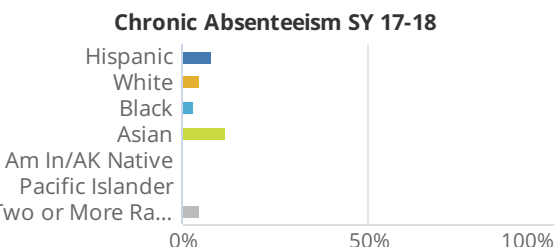


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	5.4	10.1

	% Participation	Met Target
Climate Survey	91.0	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	41.6	30.6	28.8	58.3	40.5	39.6	-	14.6	N/A
Hispanic/Latino	45	40.2	36.5	54.9	48	45.5	47.3	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	62.5	59	52.9	58.2	67.1	62.6	-	46.6	N/A
White/Caucasian	65	61.1	57.2	62.7	65	65.7	35.9	43.8	N/A
Special Education	33.3	29.2	24.8	26.6	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	-	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	53.8	47.1
Pacific Islander	-	38.8
Two or More Races	46.1	64.3
White/Caucasian	62.9	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	49	44	37.7	40
Pacific Islander	-	-	-	-
Two or More Races	72	54	72.7	63.6
White/Caucasian	57	40	61	46.8
Special Education	54	39	40.9	36.3
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	19	23.8
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	40	29.4
Special Education	40	36.3
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	40	18.7

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	11.7	4.9
Black/African American	3.2	14.5
Hispanic/Latino	7.8	11.5
Pacific Islander	0	12.6
Two or More Races	4.6	9
White/Caucasian	4.6	9
Special Education	4.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	-	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

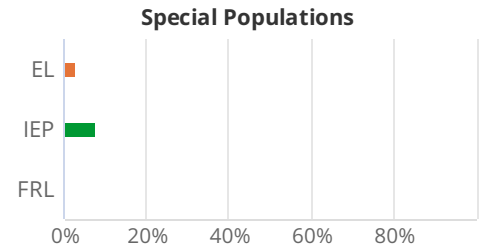
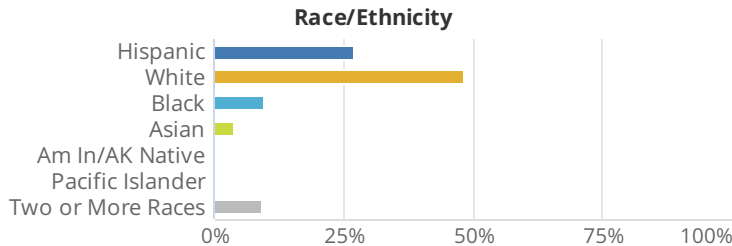
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Lone Mountain



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetlonemountain.org/>

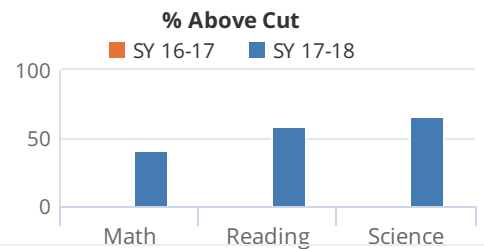
Total Index Score: 82  
 School Designation:  
 4491 N. Rainbow Blvd.  
 Las Vegas, NV 89108  
 Phone: 702-685-9150



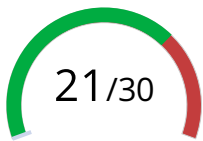
## Academic Achievement



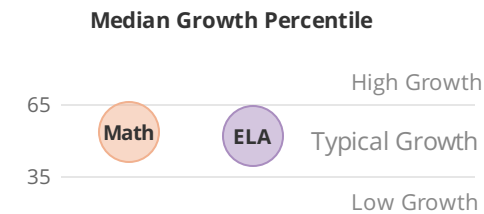
	% Above Cut	% District
% Math CRT	41.1	36.8
% ELA CRT	59.3	56.1
% Science CRT	66.4	45.2
% Pooled Average	52.6	46.3



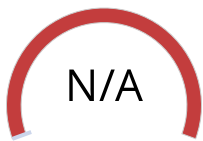
## Student Growth



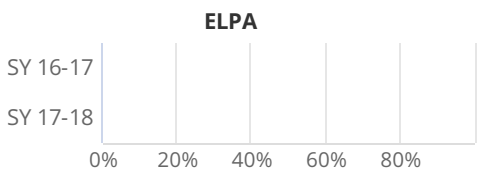
	% SY 17-18
Math CRT MGP	53.0
ELA CRT MGP	52.0
Math CRT AGP	43.3
ELA CRT AGP	57.7



## English Language



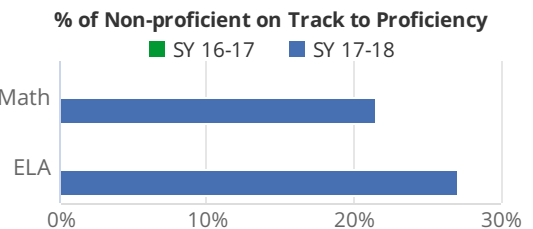
	% of EL Meeting AGP	% District
ELPA	-	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	21.6	21.6
ELA CRT	27.1	27.1



## Student Engagement

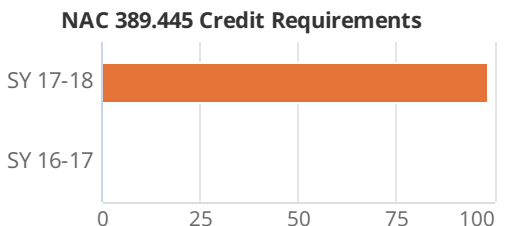


\*Bonus points included

	% School	% District
Chronic Absenteeism	6.2	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	98.3	91.5

	% Participation	Met Target
Climate Survey	95.8	YES





**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	78.5	64.1	56.4	92.8	77.3	74.6	-	62.2	N/A
Black/African American	20	17.7	19.5	42.8	38.4	34.5	27.2	25	N/A
Hispanic/Latino	37.8	26.1	25.5	44.2	46.3	42.2	60.6	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	45.4	41.5	37.5	69.7	61	59.2	78.5	51.6	N/A
White/Caucasian	43.2	44.4	44.4	65	63.5	64.6	71.7	54	N/A
Special Education	15.3	11.5	14.3	19.2	20.7	17.8	-	14.6	N/A
English Learners Current + Former	53.8	22.2	16	61.5	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	68	65	71.4	92.8
Black/African American	53	49	31.4	40
Hispanic/Latino	50	42	39.7	45.1
Pacific Islander	-	-	-	-
Two or More Races	52	69	48.4	66.6
White/Caucasian	53	51	44.9	62.8
Special Education	53	62	20	24
English Learners Current + Former	84	72	53.8	61.5
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	19.2	15.7
Hispanic/Latino	21.1	21.6
Pacific Islander	-	-
Two or More Races	25	36.3
White/Caucasian	21.5	30.9
Special Education	11.7	17.6
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	23.3	25.8

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	0	3.6	100	98.4	-	99.4
Black/African American	2.7	12.9	100	96.3	81.8	85.4
Hispanic/Latino	5.9	11.7	100	97.5	100	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	3	12	100	97.3	100	91.7
White/Caucasian	8.4	10.9	100	97.8	100	93.4
Special Education	4.1	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	-	98.2	-	85.6
Economically Disadvantaged	-	14.3	-	98.2	-	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**5 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.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

#### Star Rating



#### Index Score

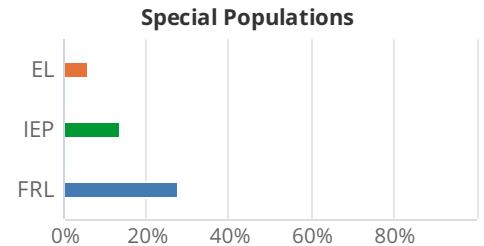
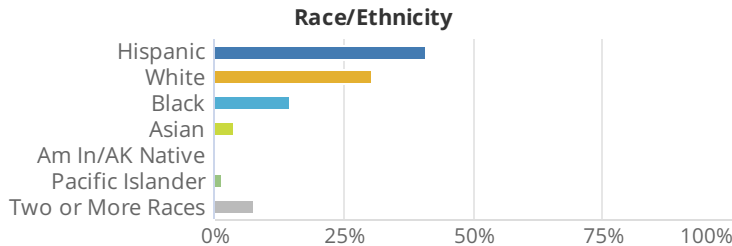
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Somerset Academy Losee



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetlosee.org/>

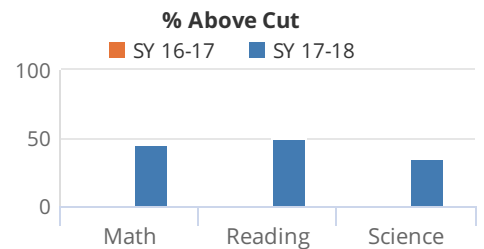
Total Index Score: 52.5  
 School Designation:  
 4650 Losee Road  
 North Las Vegas, NV 89081  
 Phone: 702-902-5466



## Academic Achievement



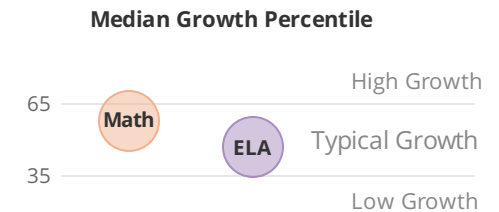
	% Above Cut	% District
Math CRT	46.2	52.8
ELA CRT	49.7	58.6
Science CRT	35	35.3
<i>Pooled Average</i>	46.1	52.9
Read by Grade 3	40.9	56.2



## Student Growth



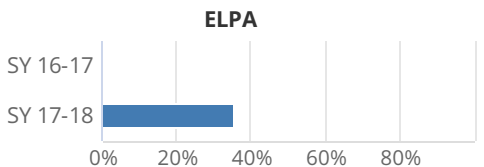
	% SY 17-18
Math CRT MGP	57.5
ELA CRT MGP	47.0
Math CRT AGP	47.1
ELA CRT AGP	45.0



## English Language



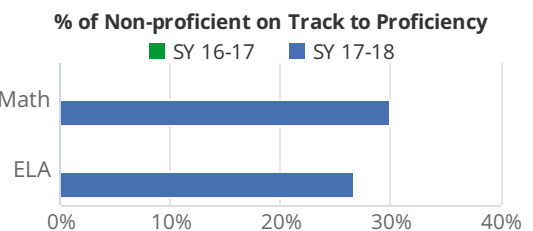
	% of EL Meeting AGP	% District
ELPA	35.4	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	30.0	30.0
ELA CRT	26.8	26.8



## Student Engagement

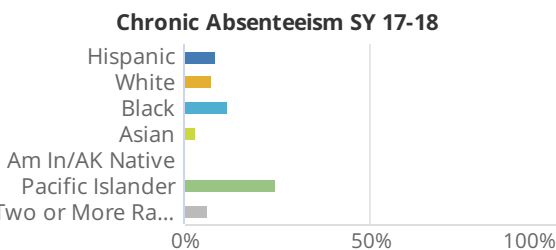


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	8.6	10.1

	% Participation	Met Target
Climate Survey	88.7	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	73.6	75.2	67.2	78.9	76.2	74.1	-	49.2	N/A
Black/African American	28.8	30.6	28.8	40	40.5	39.6	21.4	14.6	N/A
Hispanic/Latino	41.8	40.2	36.5	47.2	48	45.5	25	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	62	59	52.9	62.1	67.1	62.6	40	46.6	N/A
White/Caucasian	50	61.1	57.2	50	65	65.7	46.3	43.8	N/A
Special Education	26.6	29.2	24.8	24	29.3	26.3	20	19.4	N/A
English Learners Current + Former	30	37.4	32.4	45	38.9	38.4	20	15.2	N/A
English Learners Current	8.6	25.5		21.7	22.8		-	4.8	N/A
Economically Disadvantaged	33.9	33.1	35.7	40.3	40.4	44	21.2	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	40	34.2
Hispanic/Latino	34.6	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	41.6	62.6
Special Education	20.6	29.4
English Learners Current + Former	21.4	33
English Learners Current	18.1	21.8
Economically Disadvantaged	32.3	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	74	50	72.7	72.7
Black/African American	54	43	34.2	34.2
Hispanic/Latino	58	45	46.3	43.2
Pacific Islander	-	-	-	-
Two or More Races	55	52	57.1	57.1
White/Caucasian	55.5	44.5	48.6	45.9
Special Education	48	31.5	21.7	17.3
English Learners Current + Former	60	53	44	44
English Learners Current	48	36	0	18.1
Economically Disadvantaged	57	46.5	40.5	36.4

**Closing Opportunity Gap**

	<b>% of non-proficient Students meeting AGP</b>	
	<b>% Math AGP</b>	<b>% ELA AGP</b>
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	30.4	20
Hispanic/Latino	29.4	30.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	29.4	22.2
Special Education	0	10
English Learners Current + Former	38.8	30.7
English Learners Current	18.1	-
Economically Disadvantaged	26.1	23.5

**Chronic Absenteeism**

	<b>% Chronically Absent</b>	<b>% District</b>
American Indian/Alaska Native	-	14.5
Asian	3.3	4.9
Black/African American	11.6	14.5
Hispanic/Latino	8.5	11.5
Pacific Islander	25	12.6
Two or More Races	6.5	9
White/Caucasian	7.6	9
Special Education	12	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	2.6	10.4
Economically Disadvantaged	11.4	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

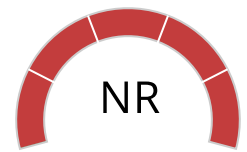
### Star Rating



### Index Score

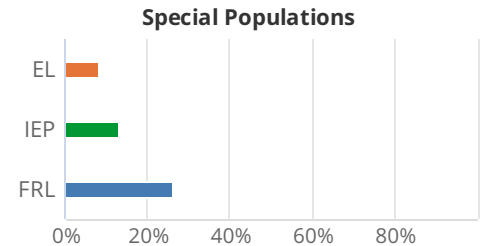
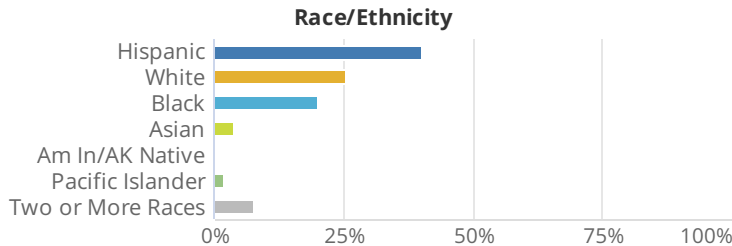
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Losee



School Type: Charter SPCSA  
 School Level: High School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetlosee.org/>

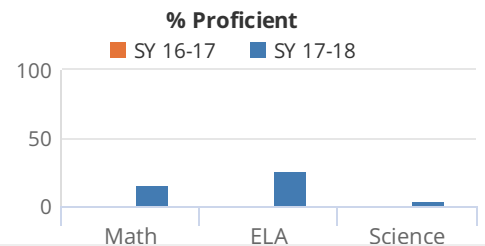
Total Index Score: 38.15  
 School Designation:  
 4650 Losee Road  
 North Las Vegas, NV 89081  
 Phone: 702-902-5466



## Academic Achievement



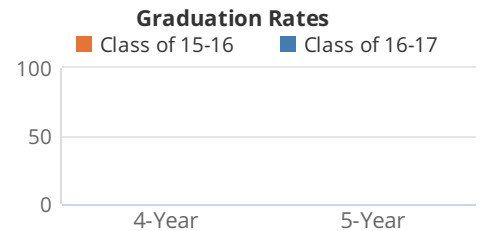
	% Proficient	% District
CCR Math	16.4	23.8
CCR ELA	26	44.5
Nevada High School Science	5	33.1



## Graduation



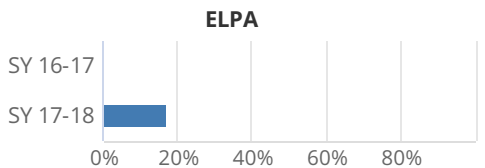
Graduation Rate	% School	% District
4-Year	N/A	65.2
5-Year	N/A	66.9



## English Language Proficiency



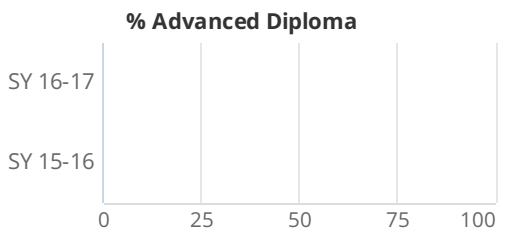
	% of EL Meeting AGP	% District
ELPA	17.1	26.8



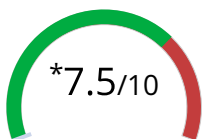
## College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	52	38.3
Post-Secondary Preparation Completion	12	24.7
Advanced Diploma	N/A	23.4

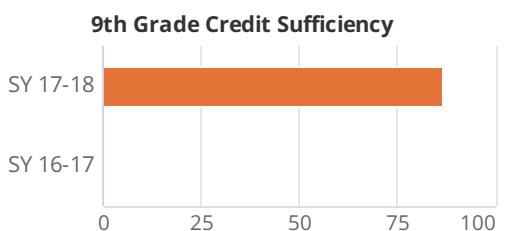


## Student Engagement



\*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	86.5	87.3
Chronic Absenteeism	14.9	21.0
Climate Survey	78.4	YES





**Academic Achievement**

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	0	14.12	12.5	27.78	-	N/A
Hispanic/Latino	23.3	18.87	36.6	33.15	-	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	23.5	41.31	17.6	60.26	-	N/A
Special Education	0	7.77	10	11.27	-	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	0	20.01	4.7	34.37	-	N/A

**Graduation Rates**

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	N/A	73.9	N/A	75.9
Asian	N/A	93.1	N/A	95.1
Black/African American	N/A	67.7	N/A	69.7
Hispanic/Latino	N/A	79.7	N/A	81.7
Pacific Islander	N/A	82.3	N/A	84.3
Two or More Races	N/A	81.3	N/A	83.3
White/Caucasian	N/A	84.2	N/A	86.2
Special Education	N/A	64.7	N/A	66.7
English Learners Current + Former	N/A	81.7	N/A	83.7
Economically Disadvantaged	N/A	76.8	N/A	78.8

**College and Career Readiness**

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	N/A	-
Asian	-	-	N/A	46.2
Black/African American	-	-	N/A	20
Hispanic/Latino	28.5	0	N/A	14.8
Pacific Islander	-	-	N/A	14.2
Two or More Races	-	-	N/A	27.9
White/Caucasian	57.8	26.3	N/A	24.5
Special Education	-	-	N/A	9.8
English Learners Current + Former	N/A	N/A	N/A	27.5
English Learners Current	-	-	N/A	27.5
Economically Disadvantaged	-	-	N/A	18.2



## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

### Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

### Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma\*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### Star Rating



### Index Score

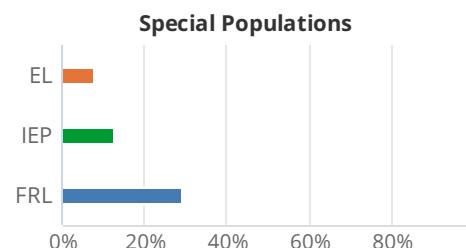
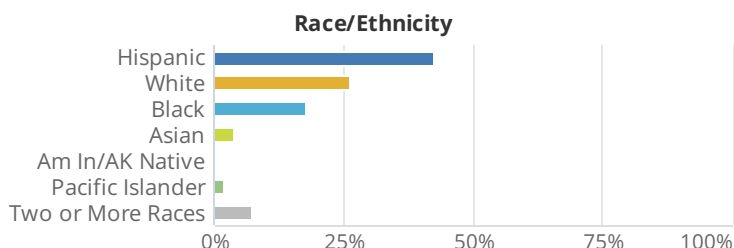
at or above 82  
at or above 70, below 82  
at or above 50, below 70  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Losee



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetlosee.org/>

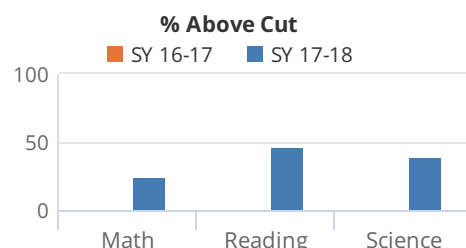
Total Index Score: 53.5  
 School Designation:  
 4650 Losee Road  
 North Las Vegas, NV 89081  
 Phone: 702-902-5466



## Academic Achievement



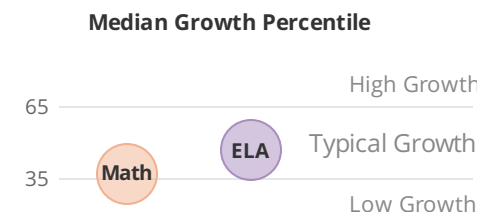
	% Above Cut	% District
% Math CRT	24.8	36.8
% ELA CRT	47.0	56.1
% Science CRT	39.7	45.2
% Pooled Average	36.5	46.3



## Student Growth



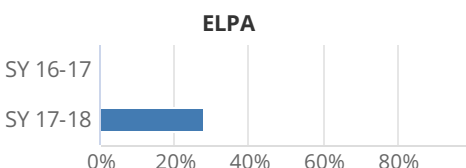
	% SY 17-18
Math CRT MGP	37.0
ELA CRT MGP	47.0
Math CRT AGP	24.1
ELA CRT AGP	46.6



## English Language



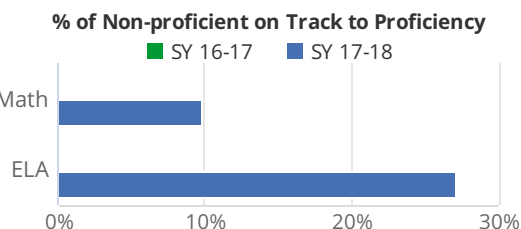
	% of EL Meeting AGP	% District
ELPA	28	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	9.8	9.8
ELA CRT	27.1	27.1



## Student Engagement

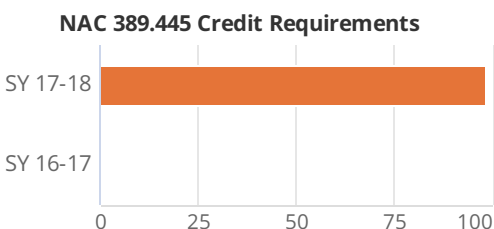


\*Bonus points included

	% School	% District
Chronic Absenteeism	7.7	11.1
Academic Learning Plans	99.4	97.5
NAC 389.445 Credit Requirements	98.3	91.5

	% Participation	Met Target
Climate Survey	80.7	YES



**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	38.1	64.1	56.4	61.8	77.3	74.6	-	62.2	N/A
Black/African American	14.7	17.7	19.5	34.4	38.4	34.5	24.3	25	N/A
Hispanic/Latino	15.2	26.1	25.5	38.7	46.3	42.2	30	34.9	N/A
Pacific Islander	40	34.9	33.6	50	53.2	50.7	-	42.8	N/A
Two or More Races	28.2	41.5	37.5	61.5	61	59.2	72.7	51.6	N/A
White/Caucasian	42.5	44.4	44.4	62.1	63.5	64.6	60	54	N/A
Special Education	11.2	11.5	14.3	20	20.7	17.8	13.6	14.6	N/A
English Learners Current + Former	18.1	22.2	16	38.1	34.8	20.3	30	25.7	N/A
English Learners Current	3.3	8.5		16.6	15.8		8.3	9.3	N/A
Economically Disadvantaged	20	21.7	25.5	40.5	41.5	41.4	33.8	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	31.5	63	35	70
Black/African American	33.5	44.5	12.1	37.7
Hispanic/Latino	40.5	45.5	17.1	38.5
Pacific Islander	42.5	41	40	50
Two or More Races	33	49	31.5	57.8
White/Caucasian	36	46	37.5	58.5
Special Education	25.5	46.5	10.2	22
English Learners Current + Former	42.5	49	23	42.3
English Learners Current	40	60	7.4	25.9
Economically Disadvantaged	38	41	20.1	38.7

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	0	-
Black/African American	1.6	22.9
Hispanic/Latino	11.1	24.1
Pacific Islander	-	-
Two or More Races	23.8	23
White/Caucasian	10.7	32.6
Special Education	1.9	8.6
English Learners Current + Former	11.7	28.9
English Learners Current	6.9	26
Economically Disadvantaged	7	18.9

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	18.1	3.6	100	98.4	-	99.4
Black/African American	7.8	12.9	100	96.3	100	85.4
Hispanic/Latino	6.4	11.7	98.7	97.5	95.9	89.4
Pacific Islander	30	11.9	100	95.9	-	91
Two or More Races	12.1	12	100	97.3	100	91.7
White/Caucasian	5.4	10.9	100	97.8	100	93.4
Special Education	6.8	15.3	98.4	96.8	95.4	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	2.9	8.5	98.3	98.2	95.1	85.6
Economically Disadvantaged	8	14.3	98.3	98.2	95.1	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

#### Star Rating



#### Index Score

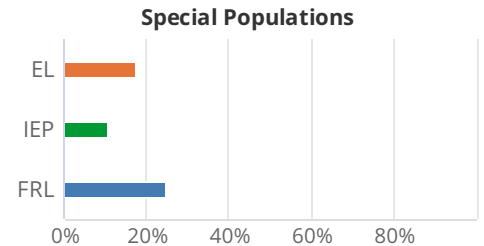
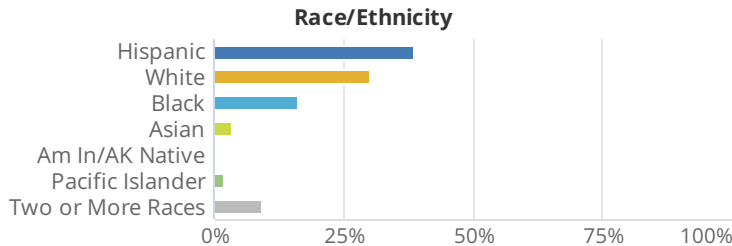
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Somerset Academy North Las Vegas

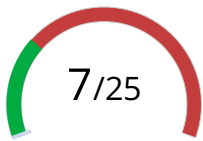


School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetnlv.org/>

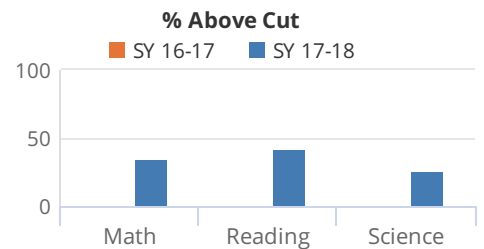
Total Index Score: 40  
 School Designation:  
 385 W. Centennial Parkway  
 North Las Vegas, NV 89084  
 Phone: 702-633-5616



## Academic Achievement



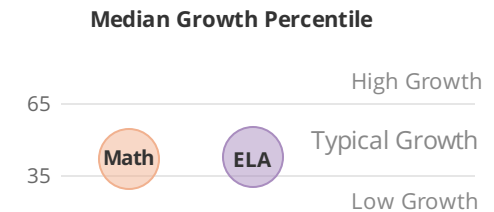
	% Above Cut	% District
Math CRT	35.9	52.8
ELA CRT	42.5	58.6
Science CRT	26.1	35.3
<i>Pooled Average</i>	37.3	52.9
Read by Grade 3	37.9	56.2



## Student Growth



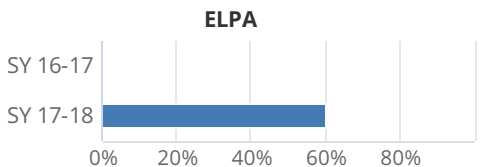
	% SY 17-18
Math CRT MGP	42.0
ELA CRT MGP	42.5
Math CRT AGP	29.8
ELA CRT AGP	40.7



## English Language



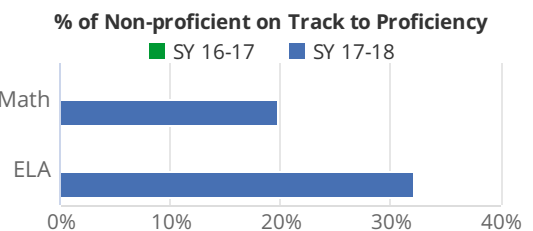
	% of EL Meeting AGP	% District
ELPA	60.0	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	19.8
ELA CRT	~15%	32.2



## Student Engagement

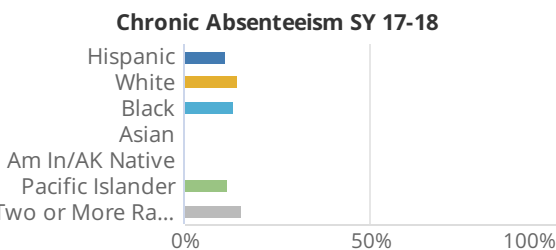


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	12.7	10.1

	% Participation	Met Target
Climate Survey	93.4	YES





**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	76.9	75.2	67.2	76.9	76.2	74.1	-	49.2	N/A
Black/African American	14.5	30.6	28.8	21.8	40.5	39.6	15	14.6	N/A
Hispanic/Latino	27.9	40.2	36.5	41.8	48	45.5	23.3	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	46.4	59	52.9	46.3	67.1	62.6	-	46.6	N/A
White/Caucasian	47.8	61.1	57.2	47.8	65	65.7	29.7	43.8	N/A
Special Education	27.5	29.2	24.8	20	29.3	26.3	9	19.4	N/A
English Learners Current + Former	7.8	37.4	32.4	13.1	38.9	38.4	-	15.2	N/A
English Learners Current	8.3	25.5		11.1	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	28.1	40.4	44	21	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	18.7	34.2
Hispanic/Latino	40.4	47.1
Pacific Islander	-	38.8
Two or More Races	53.3	64.3
White/Caucasian	33.3	62.6
Special Education	22.2	29.4
English Learners Current + Former	6.6	33
English Learners Current	6.6	21.8
Economically Disadvantaged	22.2	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	31.5	43.5	8.3	30.5
Hispanic/Latino	46	47	26.4	40.2
Pacific Islander	-	-	-	-
Two or More Races	26	35	7.6	30.7
White/Caucasian	45	39	41.9	45.6
Special Education	37.5	41	13.6	22.7
English Learners Current + Former	46	32	22.7	13.6
English Learners Current	47.5	32	25	10
Economically Disadvantaged	41.5	40.5	25	26.4

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	4.3	29.6
Hispanic/Latino	23.2	31.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	27.2	36.3
Special Education	7.6	15.3
English Learners Current + Former	22.7	27.7
English Learners Current	22.7	27.7
Economically Disadvantaged	18	26.1

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	0	4.9
Black/African American	13.6	14.5
Hispanic/Latino	11.4	11.5
Pacific Islander	11.7	12.6
Two or More Races	15.7	9
White/Caucasian	14.5	9
Special Education	19.3	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	8.7	10.4
Economically Disadvantaged	13.8	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**2 Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

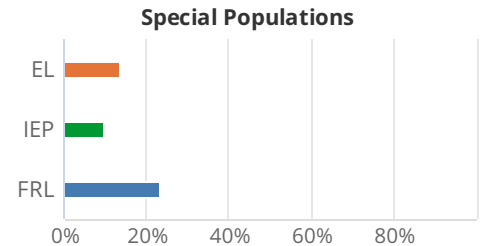
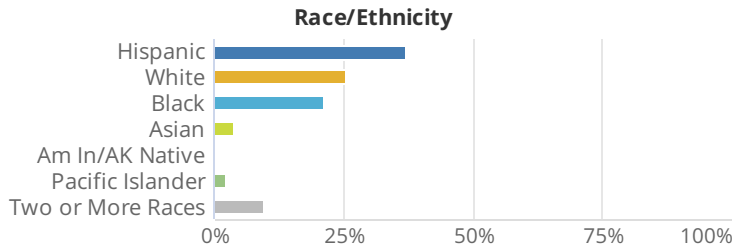
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy North Las Vegas



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetnlv.org/>

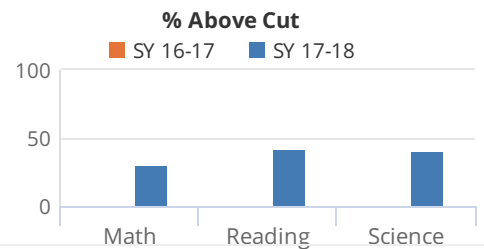
Total Index Score: 57.15  
 School Designation:  
 385 W. Centennial Parkway  
 North Las Vegas, NV 89084  
 Phone: 702-633-5616



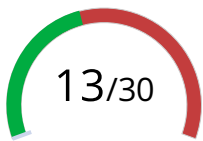
## Academic Achievement



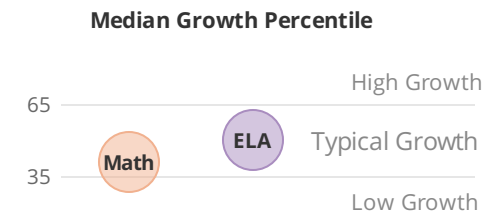
	% Above Cut	% District
% Math CRT	30.4	36.8
% ELA CRT	43.3	56.1
% Science CRT	40.7	45.2
% Pooled Average	37.4	46.3



## Student Growth



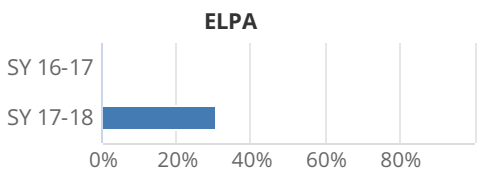
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	50.0
Math CRT AGP	28.2
ELA CRT AGP	43.3



## English Language



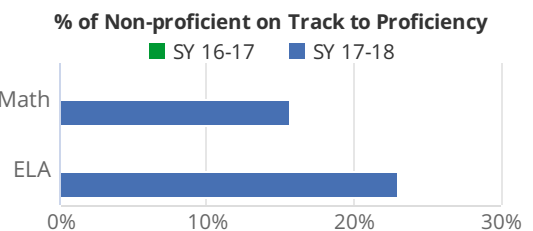
	% of EL Meeting AGP	% District
ELPA	30.7	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	15.7	15.7
ELA CRT	23.1	23.1



## Student Engagement

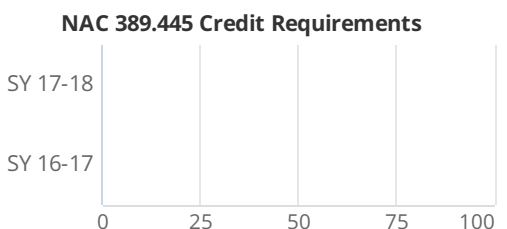


\*Bonus points included

	% School	% District
Chronic Absenteeism	9.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	N/A	91.5

	% Participation	Met Target
Climate Survey	89.6	YES



**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	53.3	64.1	56.4	73.3	77.3	74.6	-	62.2	N/A
Black/African American	15.4	17.7	19.5	32.1	38.4	34.5	28.5	25	N/A
Hispanic/Latino	22.5	26.1	25.5	33.7	46.3	42.2	22.2	34.9	N/A
Pacific Islander	50	34.9	33.6	60	53.2	50.7	-	42.8	N/A
Two or More Races	38.8	41.5	37.5	47.2	61	59.2	43.7	51.6	N/A
White/Caucasian	46.9	44.4	44.4	60.2	63.5	64.6	66.6	54	N/A
Special Education	14.7	11.5	14.3	17.6	20.7	17.8	-	14.6	N/A
English Learners Current + Former	17.6	22.2	16	19.6	34.8	20.3	6.6	25.7	N/A
English Learners Current	18.3	8.5		20.4	15.8		6.6	9.3	N/A
Economically Disadvantaged	24.2	21.7	25.5	34.3	41.5	41.4	27.2	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	53	35	53.3	66.6
Black/African American	34	48	12.6	31.6
Hispanic/Latino	39	48	22.2	35.1
Pacific Islander	35	47.5	30	60
Two or More Races	46	53	34.2	42.8
White/Caucasian	48.5	54	44.5	60.8
Special Education	24	41	18.1	27.2
English Learners Current + Former	48.5	37	18	17.6
English Learners Current	52.5	38	18.7	18.3
Economically Disadvantaged	38	47.5	22.3	32.9

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	8.4	21.7
Hispanic/Latino	9.8	19.3
Pacific Islander	-	-
Two or More Races	25	0
White/Caucasian	27.6	38.1
Special Education	3.5	22.2
English Learners Current + Former	9	10
English Learners Current	10	10.8
Economically Disadvantaged	10.8	24.3

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	N/A	85
Asian	0	3.6	-	98.4	N/A	99.4
Black/African American	10.3	12.9	100	96.3	N/A	85.4
Hispanic/Latino	9	11.7	100	97.5	N/A	89.4
Pacific Islander	0	11.9	-	95.9	N/A	91
Two or More Races	14.6	12	-	97.3	N/A	91.7
White/Caucasian	11.9	10.9	100	97.8	N/A	93.4
Special Education	11.6	15.3	100	96.8	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	7.5	8.5	100	98.2	N/A	85.6
Economically Disadvantaged	12.5	14.3	100	98.2	N/A	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

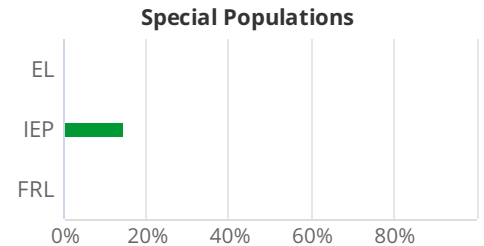
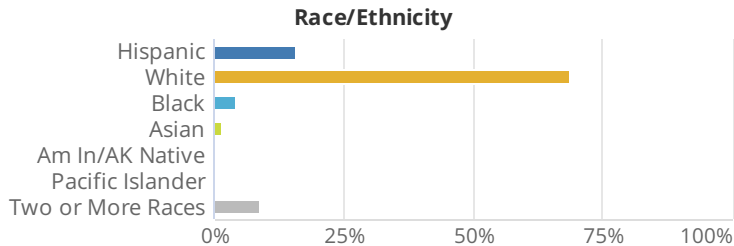
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Somerset Academy Sky Pointe



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetskypointe.org/>

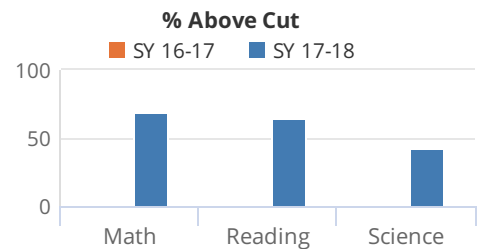
Total Index Score: 70.89  
 School Designation:  
 7038 Sky Pointe Drive  
 Las Vegas, NV 89131  
 Phone: 702-478-8888



## Academic Achievement



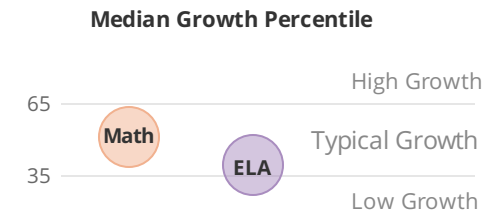
	% Above Cut	% District
Math CRT	68.7	52.8
ELA CRT	65.2	58.6
Science CRT	43.1	35.3
<i>Pooled Average</i>	63.4	52.9
Read by Grade 3	55.6	56.2



## Student Growth



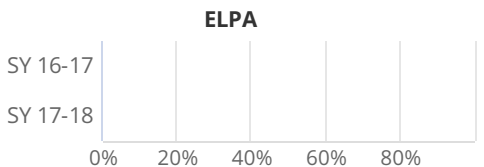
	% SY 17-18
Math CRT MGP	51.0
ELA CRT MGP	39.0
Math CRT AGP	63.4
ELA CRT AGP	59.3



## English Language



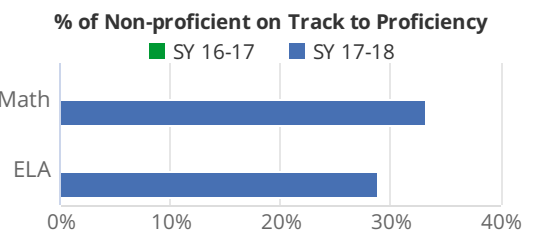
	% of EL Meeting AGP	% District
ELPA	-	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~33%	33.3
ELA CRT	~29%	29.0



## Student Engagement

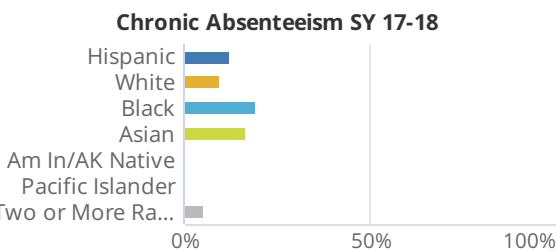


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	10.1	10.1

	% Participation	Met Target
Climate Survey	88.4	YES





**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	28.5	30.6	28.8	38.4	40.5	39.6	20	14.6	N/A
Hispanic/Latino	53.9	40.2	36.5	46.7	48	45.5	33.3	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	71.4	59	52.9	64.2	67.1	62.6	-	46.6	N/A
White/Caucasian	73.5	61.1	57.2	70.4	65	65.7	44.2	43.8	N/A
Special Education	54.7	29.2	24.8	48.1	29.3	26.3	45.8	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	-	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	38.1	47.1
Pacific Islander	-	38.8
Two or More Races	45.4	64.3
White/Caucasian	60.2	62.6
Special Education	38.7	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	38	19	36.3	41.6
Hispanic/Latino	50.5	36.5	59.5	47.6
Pacific Islander	-	-	-	-
Two or More Races	47	55	52.9	64.7
White/Caucasian	55	40	66.6	62.3
Special Education	59	40	55.7	49
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	40	20
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	36.3	30.5
Special Education	30.7	18.7
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	16.6	30.7

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	16.6	4.9
Black/African American	19.4	14.5
Hispanic/Latino	12.3	11.5
Pacific Islander	-	12.6
Two or More Races	5.5	9
White/Caucasian	9.5	9
Special Education	15.2	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	-	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

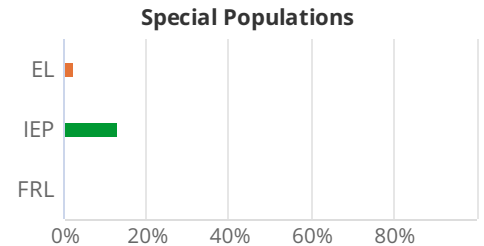
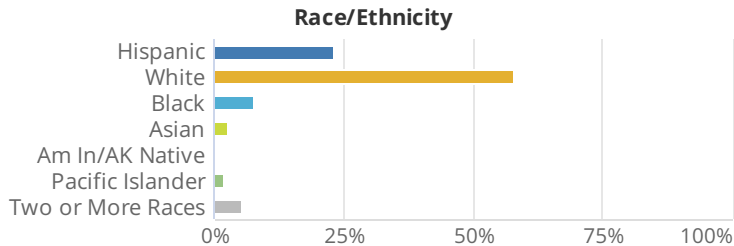
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Sky Pointe



School Type: Charter SPCSA  
 School Level: High School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetskypointe.org/>

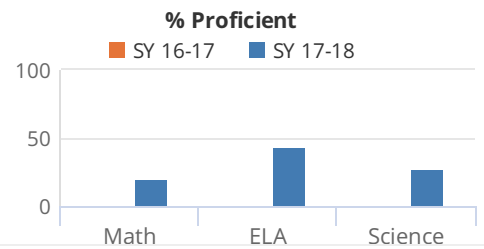
Total Index Score: 66.38  
 School Designation:  
 7038 Sky Pointe Drive  
 Las Vegas, NV 89131  
 Phone: 702-478-8888



## Academic Achievement



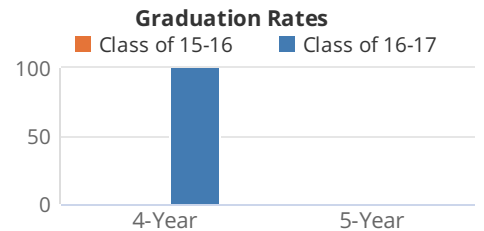
	% Proficient	% District
CCR Math	20	23.8
CCR ELA	44.3	44.5
Nevada High School Science	27.5	33.1



## Graduation



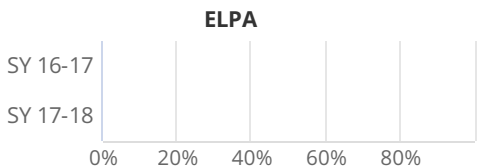
	Graduation Rate	% School	% District
4-Year	100	100	65.2
5-Year	N/A	N/A	66.9



## English Language Proficiency



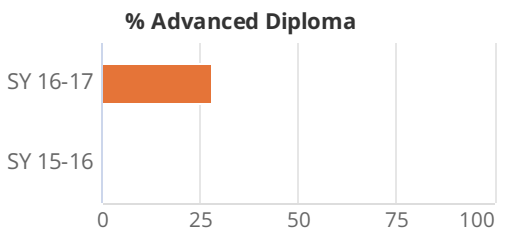
	% of EL Meeting AGP	% District
ELPA	-	26.8



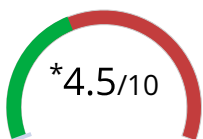
## College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	70.1	38.3
Post-Secondary Preparation Completion	14.4	24.7
Advanced Diploma	28.3	23.4

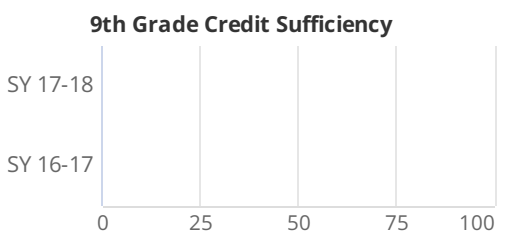


## Student Engagement



\*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	N/A	87.3
Chronic Absenteeism	14.0	21.0
Climate Survey	86.2	YES



**Academic Achievement**

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	30	N/A
Black/African American	0	14.12	18.1	27.78	12.9	N/A
Hispanic/Latino	16.1	18.87	36.6	33.15	19.4	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	37.5	N/A
White/Caucasian	25.3	41.31	53.5	60.26	33.1	N/A
Special Education	0	7.77	5.8	11.27	7.3	N/A
English Learners Current + Former	-	10.02	-	13.18	5.2	N/A
English Learners Current	-	6.96	-	6.9	0	N/A
Economically Disadvantaged	-	20.01	-	34.37	42.8	N/A

**Graduation Rates**

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	N/A	75.9
Asian	-	93.1	N/A	95.1
Black/African American	-	67.7	N/A	69.7
Hispanic/Latino	100	79.7	N/A	81.7
Pacific Islander	-	82.3	N/A	84.3
Two or More Races	-	81.3	N/A	83.3
White/Caucasian	100	84.2	N/A	86.2
Special Education	-	64.7	N/A	66.7
English Learners Current + Former	-	81.7	N/A	83.7
Economically Disadvantaged	100	76.8	N/A	78.8

**College and Career Readiness**

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	46.2
Black/African American	-	-	-	20
Hispanic/Latino	73	7.6	30	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	72.1	18	30.5	24.5
Special Education	27.2	0	-	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	-	-	16.6	18.2



## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

### Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

### Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma\*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### Star Rating



### Index Score

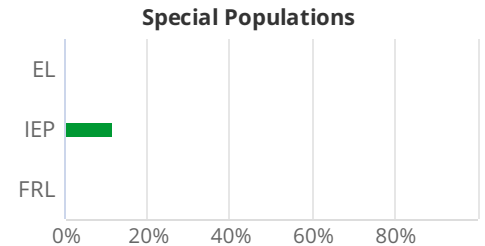
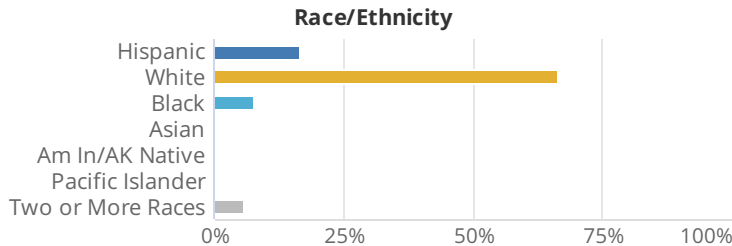
at or above 82  
at or above 70, below 82  
at or above 50, below 70  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Sky Pointe



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.somersetskypointe.org/>

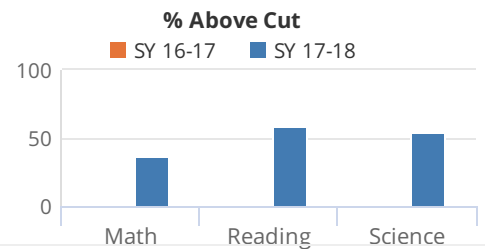
Total Index Score: 59.22  
 School Designation:  
 7038 Sky Pointe Drive  
 Las Vegas, NV 89131  
 Phone: 702-478-8888



## Academic Achievement



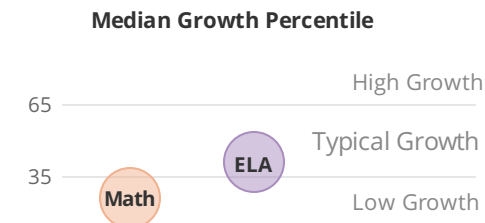
	% Above Cut	% District
% Math CRT	36.1	36.8
% ELA CRT	58.7	56.1
% Science CRT	53.7	45.2
% Pooled Average	48.3	46.3



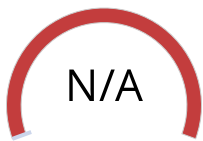
## Student Growth



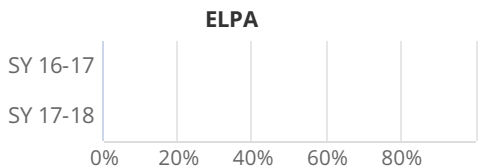
	% SY 17-18
Math CRT MGP	26.0
ELA CRT MGP	41.0
Math CRT AGP	28.0
ELA CRT AGP	53.1



## English Language



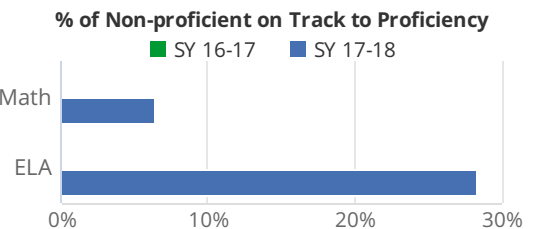
	% of EL Meeting AGP	% District
ELPA	-	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~12%	6.4
ELA CRT	~18%	28.3

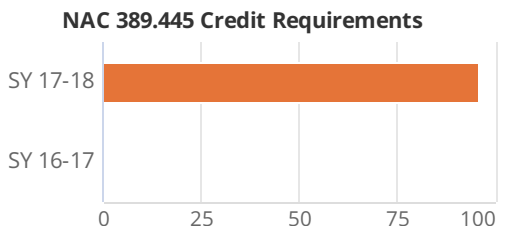


## Student Engagement



\*Bonus points included

	% School	% District
Chronic Absenteeism	8.6	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	95.7	91.5
	<b>% Participation</b>	<b>Met Target</b>
Climate Survey	87.8	YES





**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	20.4	17.7	19.5	45.4	38.4	34.5	30	25	N/A
Hispanic/Latino	26.5	26.1	25.5	49.3	46.3	42.2	41.9	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	60	41.5	37.5	70	61	59.2	-	51.6	N/A
White/Caucasian	39.1	44.4	44.4	62.2	63.5	64.6	60.9	54	N/A
Special Education	3.6	11.5	14.3	18.1	20.7	17.8	7.6	14.6	N/A
English Learners Current + Former	18.1	22.2	16	45.4	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	40	47	21.9	38.1
Hispanic/Latino	30	37	20.2	48
Pacific Islander	-	-	-	-
Two or More Races	21	46.5	43.3	66.6
White/Caucasian	21	39	30.2	55.6
Special Education	21	30.5	3.9	16
English Learners Current + Former	35	41	20	40
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.9	24
Hispanic/Latino	2	22.2
Pacific Islander	-	-
Two or More Races	0	36.3
White/Caucasian	9	31.7
Special Education	2.5	15.3
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	7.4	25

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	4.3	12.9	100	96.3	80	85.4
Hispanic/Latino	12.9	11.7	100	97.5	90.9	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	9	12	100	97.3	100	91.7
White/Caucasian	8.4	10.9	100	97.8	99.1	93.4
Special Education	15.6	15.3	100	96.8	95	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	-	98.2	-	85.6
Economically Disadvantaged	-	14.3	-	98.2	-	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

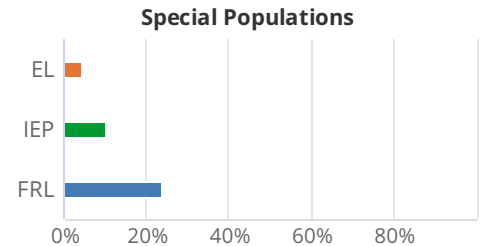
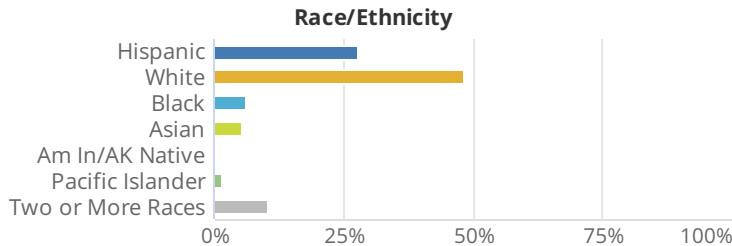
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Somerset Academy Stephanie



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetstephanie.org/>

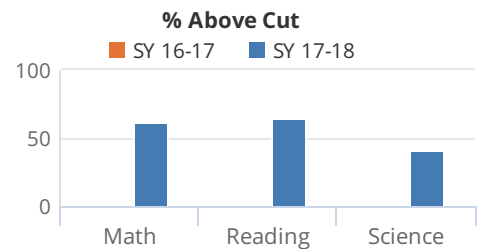
Total Index Score: 67  
 School Designation:  
 50 N. Stephanie Street  
 Henderson, NV 89074  
 Phone: 702-998-0500



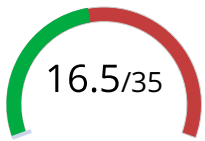
## Academic Achievement



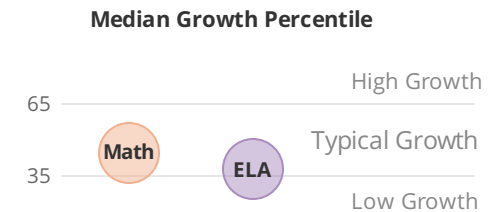
	% Above Cut	% District
Math CRT	61.1	52.8
ELA CRT	64.4	58.6
Science CRT	41.7	35.3
<i>Pooled Average</i>	59.6	52.9
Read by Grade 3	68.0	56.2



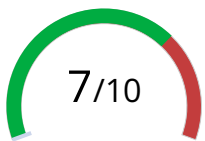
## Student Growth



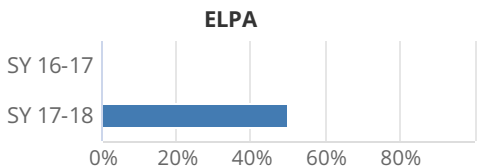
	% SY 17-18
Math CRT MGP	44.5
ELA CRT MGP	38.0
Math CRT AGP	43.9
ELA CRT AGP	53.0



## English Language



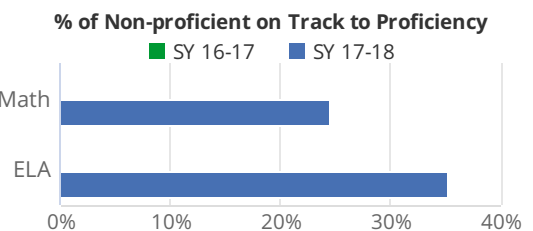
	% of EL Meeting AGP	% District
ELPA	50.0	42.5



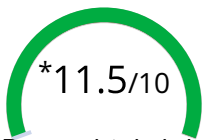
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	24.6	24.6
ELA CRT	35.2	35.2



## Student Engagement

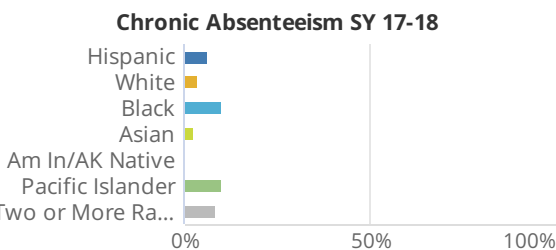


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	5.8	10.1

	% Participation	Met Target
Climate Survey	91.2	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	81.8	75.2	67.2	81.8	76.2	74.1	63.6	49.2	N/A
Black/African American	41.6	30.6	28.8	50	40.5	39.6	-	14.6	N/A
Hispanic/Latino	48.8	40.2	36.5	55.5	48	45.5	35.1	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	50	59	52.9	52.7	67.1	62.6	27.3	46.6	N/A
White/Caucasian	70.8	61.1	57.2	73.2	65	65.7	52.9	43.8	N/A
Special Education	21.7	29.2	24.8	23.9	29.3	26.3	20	19.4	N/A
English Learners Current + Former	47.8	37.4	32.4	39.1	38.9	38.4	-	15.2	N/A
English Learners Current	30.7	25.5		15.3	22.8		-	4.8	N/A
Economically Disadvantaged	50.6	33.1	35.7	54.3	40.4	44	23	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	50	47.1
Pacific Islander	-	38.8
Two or More Races	54.5	64.3
White/Caucasian	78.4	62.6
Special Education	27.2	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	57.6	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	51	37	53.8	53.8
Black/African American	48	28.5	31.8	22.7
Hispanic/Latino	42.5	41.5	40.9	56
Pacific Islander	-	-	-	-
Two or More Races	40	45.5	33.3	45.8
White/Caucasian	49	38	50.9	58.8
Special Education	38.5	45.5	23.5	23.5
English Learners Current + Former	23	61	46.1	61.5
English Learners Current	-	-	-	-
Economically Disadvantaged	39.5	31.5	38	40

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	15.3	-
Hispanic/Latino	13.6	37.5
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	43.4	42.3
Special Education	10.5	10.5
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	21.7	36.8

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	2.7	4.9
Black/African American	10	14.5
Hispanic/Latino	6.3	11.5
Pacific Islander	10	12.6
Two or More Races	8.5	9
White/Caucasian	4	9
Special Education	7.9	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	4.1	10.4
Economically Disadvantaged	7.6	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

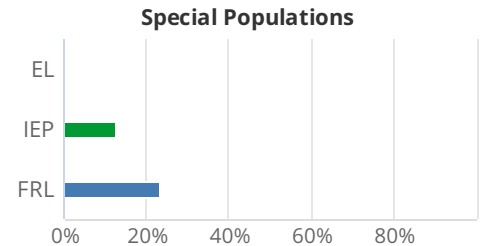
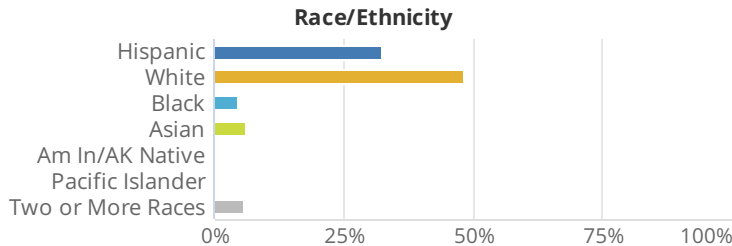
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Somerset Academy Stephanie



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetstephanie.org/>

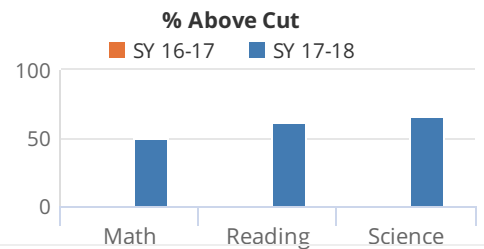
Total Index Score: 93.11  
 School Designation:  
 50 N. Stephanie Street  
 Henderson, NV 89074  
 Phone: 702-998-0500



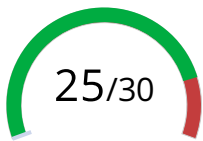
## Academic Achievement



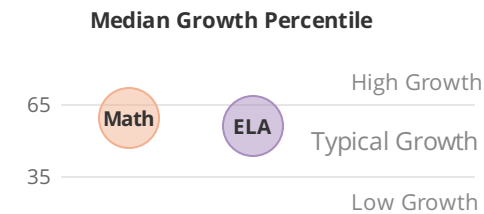
	% Above Cut	% District
% Math CRT	50.6	36.8
% ELA CRT	61.6	56.1
% Science CRT	66.7	45.2
% Pooled Average	57.2	46.3



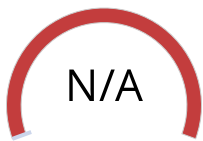
## Student Growth



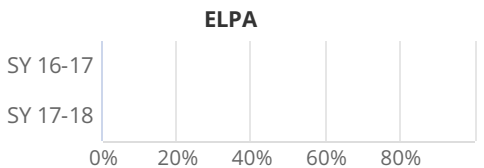
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	56.0
Math CRT AGP	54.3
ELA CRT AGP	64.5



## English Language



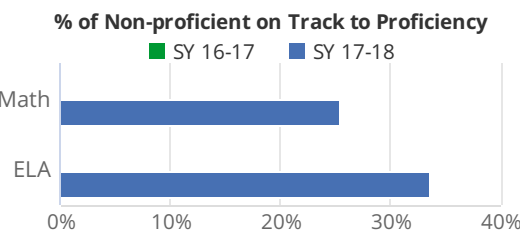
	% of EL Meeting AGP	% District
ELPA	-	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	25.4	25.4
ELA CRT	33.7	33.7



## Student Engagement

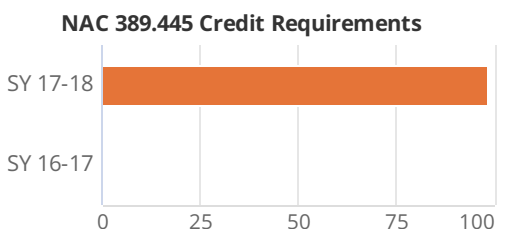


\*Bonus points included

	% School	% District
Chronic Absenteeism	8.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	98.3	91.5

	% Participation	Met Target
Climate Survey	92.4	YES





**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	73.3	64.1	56.4	73.3	77.3	74.6	-	62.2	N/A
Black/African American	16.6	17.7	19.5	66.6	38.4	34.5	-	25	N/A
Hispanic/Latino	34.6	26.1	25.5	41.3	46.3	42.2	53.3	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	71.4	41.5	37.5	78.5	61	59.2	-	51.6	N/A
White/Caucasian	59	44.4	44.4	71.9	63.5	64.6	77.7	54	N/A
Special Education	12.1	11.5	14.3	15.6	20.7	17.8	-	14.6	N/A
English Learners Current + Former	26.6	22.2	16	20	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	40	21.7	25.5	49.1	41.5	41.4	66.6	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	49	75	73.3	66.6
Black/African American	80	78	20	70
Hispanic/Latino	61	58	46.5	51.3
Pacific Islander	-	-	-	-
Two or More Races	68.5	62.5	78.5	71.4
White/Caucasian	57	52	57.2	71.7
Special Education	59	43	12.9	32.2
English Learners Current + Former	56	45	40	33.3
English Learners Current	-	-	-	-
Economically Disadvantaged	66	66	46.5	53.4

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	29.5	34.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	20.4	33.3
Special Education	0	23
English Learners Current + Former	33.3	33.3
English Learners Current	-	-
Economically Disadvantaged	28.8	37.5

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	5.5	3.6	100	98.4	-	99.4
Black/African American	5.8	12.9	100	96.3	-	85.4
Hispanic/Latino	8.8	11.7	100	97.5	100	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	15.7	12	100	97.3	-	91.7
White/Caucasian	8.5	10.9	100	97.8	100	93.4
Special Education	15.6	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	100	85.6
Economically Disadvantaged	9.3	14.3	100	98.2	100	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**5 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.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.






### Student Growth


Student growth is a measure of performance on the state assessments over time.

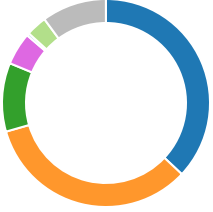
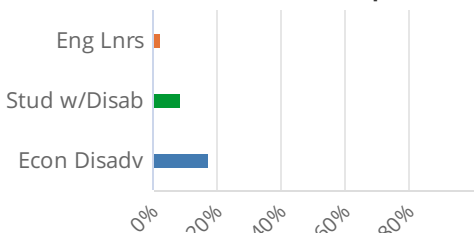
- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
	at or above 80
	at or above 70, below 80
	at or above 50, below 70
	at or above 29, below 50
	below 29

<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 6475 Valley Drive North Las Vegas, NV 89048</p>	 <p><b>49</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>33.3% White</li> <li>10.6% Bl/Afr Am</li> <li>36.7% Hisp/Latino</li> <li>5% Asian</li> <li>0.4% Am Ind/AK Nat</li> <li>3.2% Pac Isl</li> <li>10% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p><b>Alternative Student Groups</b></p>  <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.


### 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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★


### 2018-2019 School Performance

 **Academic Achievement Indicator**


Measure	School Rate	District Rate
Pooled Proficiency	48.6	54
Math Proficiency	50	54.5
ELA Proficiency	54.5	60.1
Science Proficiency	24.6	34.7
Read-by-Grade-3 Proficiency	55	56.7

 **Growth Indicator**


Measure	School Median	District Median
Math MGP	37	55
ELA MGP	43	52
	School Rate	District Rate
Met Math AGP Target	27.6	49.7
Met ELA AGP Target	50.6	59.7

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	60	56.7

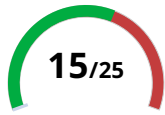
 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	9.5	27.8
Math AGP Target		
Prior Non-Proficient Met	32	39.2
ELA AGP Target		

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	8
Climate Survey Participation	97	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

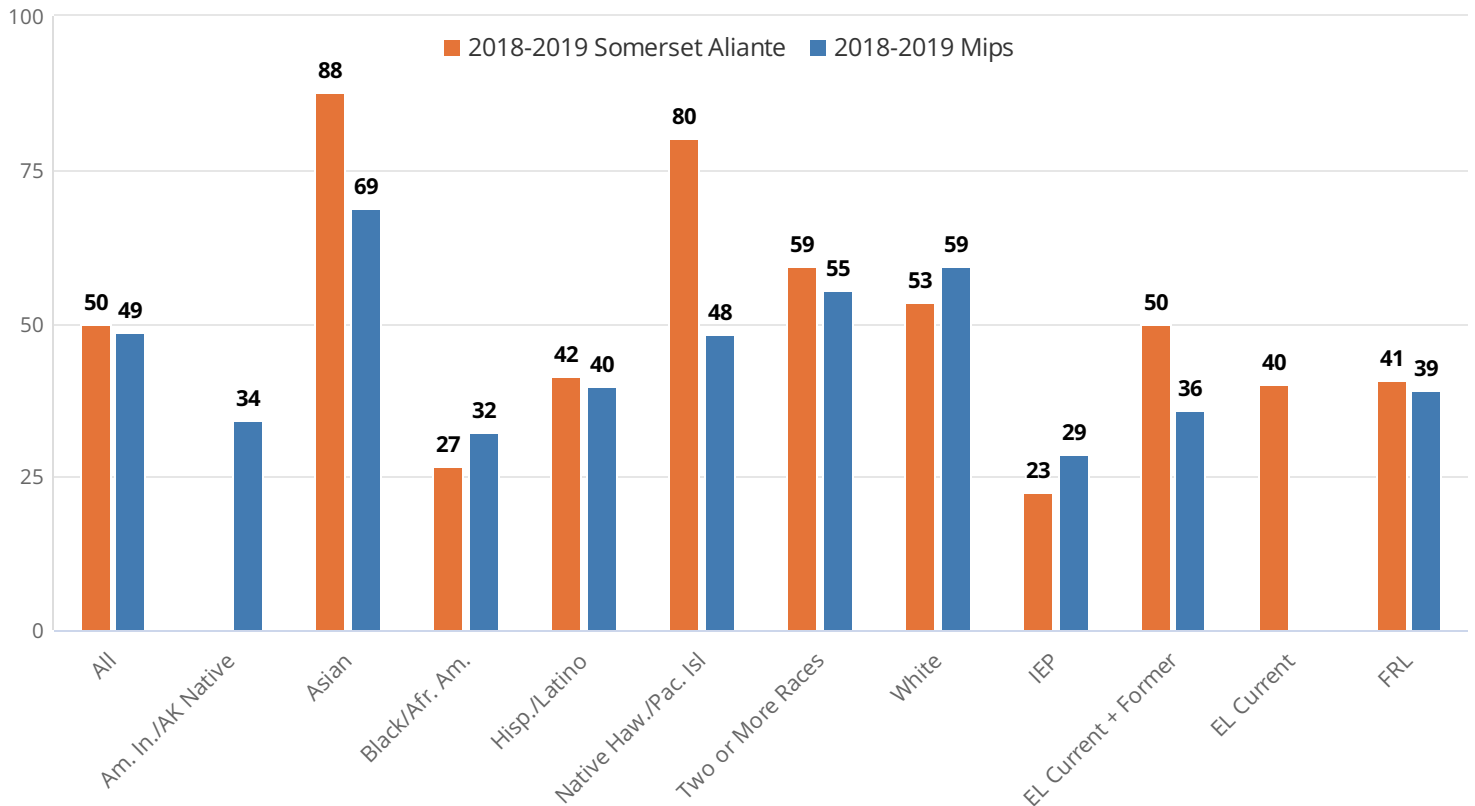
**Pooled Proficiency Points Earned: 11/20**

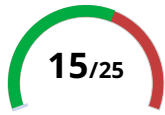
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	48.6	54		

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50	54.5	48.5			45.8
American Indian/Alaska Native	-	45.7	34.3			30.9
Asian	87.5	75.5	68.8			67.2
Black/African American	26.6	31.3	32.3			28.8
Hispanic/Latino	41.5	44.6	39.6			36.5
Pacific Islander	80	48.7	48.3			45.6
Two or More Races	59.2	58.2	55.3			52.9
White/Caucasian	53.3	62.2	59.3			57.2
Special Education	22.5	27.3	28.6			24.8
English Learners Current + Former	50	42.2	35.8			32.4
English Learners Current	40	32.3				
Economically Disadvantaged	40.6	39.7	39			35.7

**Math Assessments  
% Proficient**



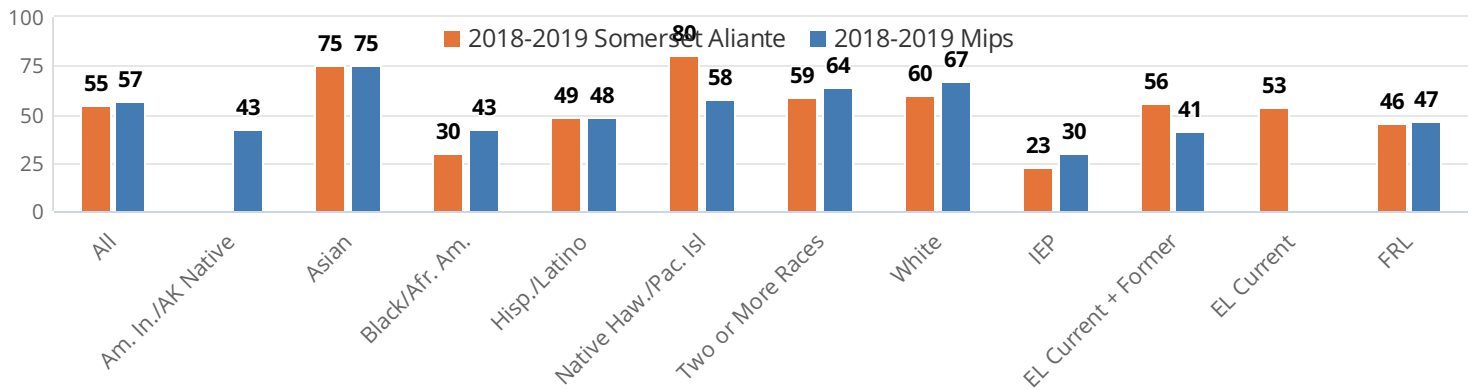


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.5	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	75	78.5	75.4			74.1
Black/African American	30	40.8	42.6			39.6
Hispanic/Latino	48.6	51.1	48.2			45.5
Pacific Islander	80	51.7	57.9			55.7
Two or More Races	59.2	63.7	64.4			62.6
White/Caucasian	60.2	66.7	67.4			65.7
Special Education	22.5	26.6	30			26.3
English Learners Current + Former	55.5	42.2	41.4			38.4
English Learners Current	53.2	29.3				
Economically Disadvantaged	45.7	45.3	46.8			44

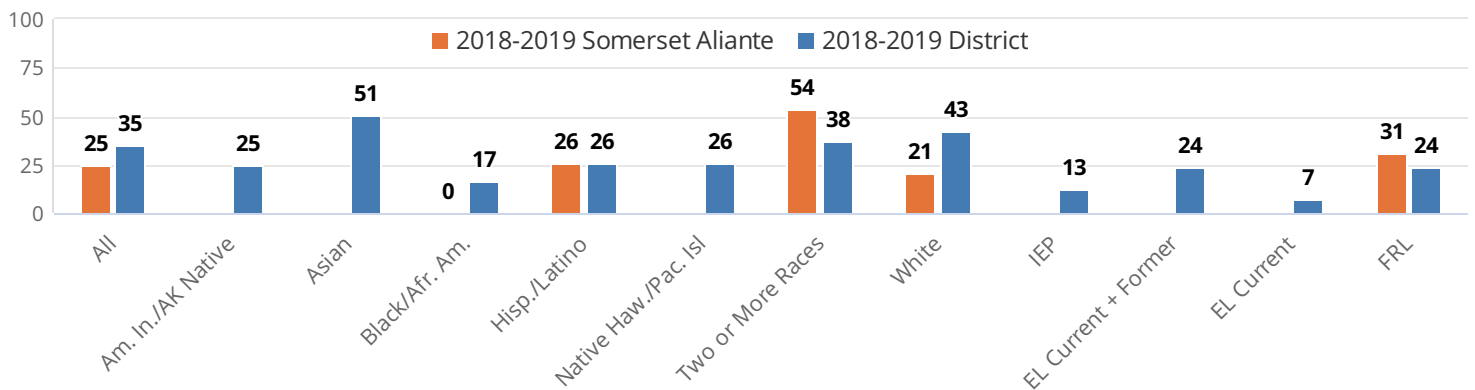
**ELA Assessments  
% Proficient**

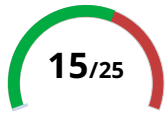


**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	24.6	34.7		
American Indian/Alaska Native	-	25		
Asian	-	50.5		
Black/African American	0	16.6		
Hispanic/Latino	25.6	25.8		
Pacific Islander	-	26.1		
Two or More Races	53.7	37.6		
White/Caucasian	20.6	42.7		
Special Education	-	12.5		
English Learners Current + Former	-	24.1		
English Learners Current	-	7.2		
Economically Disadvantaged	31.1	23.8		

**Science Assessments  
% Proficient**





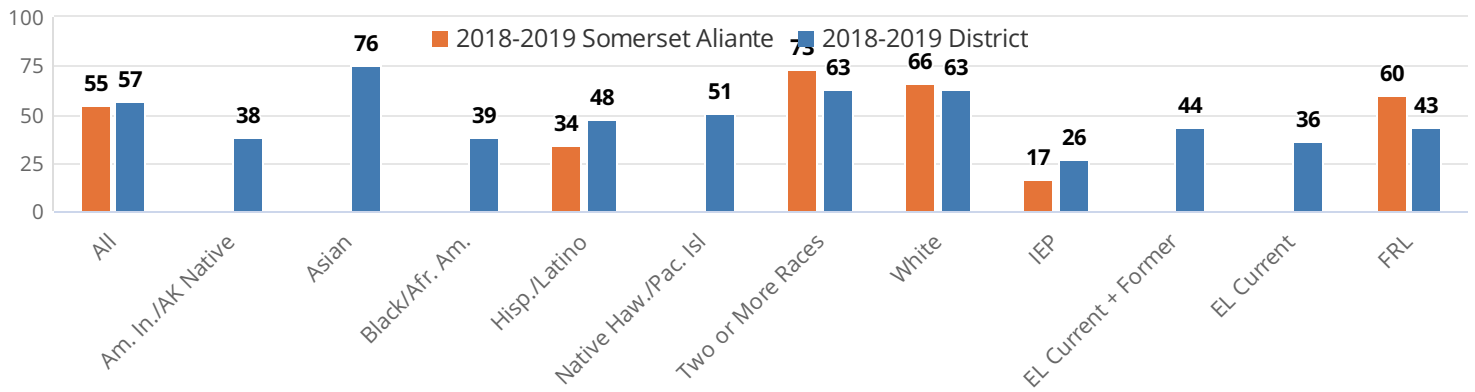
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 4/5**

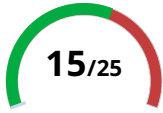
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	55	56.7		
American Indian/Alaska Native	-	38.3		
Asian	-	75.7		
Black/African American	-	38.5		
Hispanic/Latino	34.2	47.5		
Pacific Islander	-	50.7		
Two or More Races	72.7	63.1		
White/Caucasian	65.9	62.6		
Special Education	16.6	26.3		
English Learners Current + Former	-	43.6		
English Learners Current	-	36.1		
Economically Disadvantaged	60	43.2		

**Read by Grade 3  
% Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	65.3	44
1st Grade	66.9	50
Kindergarten	90.3	85



## Academic Achievement

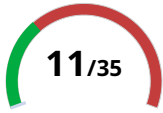
**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%





## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 2/10 ELA MGP Points Earned: 3/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	37	55	43	52				
American Indian/Alaska Native	-	55.5	-	67				
Asian	-	58	-	59				
Black/African American	24.5	48	28.5	43.5				
Hispanic/Latino	39.5	54	42.5	51				
Pacific Islander	-	43	-	46				
Two or More Races	52	53	34	50				
White/Caucasian	34	57	48	54				
Special Education	40	51	47	42				
English Learners Current + Former	53	59	54	53				
English Learners Current	-	56	-	49				
Economically Disadvantaged	30	53	35	47				

## AGP Growth Data

Math AGP Points Earned: 2/7.5 ELA AGP Points Earned: 4/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	27.6	49.7	50.6	59.7				
American Indian/Alaska Native	-	50	-	75				
Asian	-	66.4	-	73.5				
Black/African American	20	30.1	35	43.5				
Hispanic/Latino	30.3	43	50	54.2				
Pacific Islander	-	40.3	-	48.3				
Two or More Races	42.1	50.2	52.6	59.3				
White/Caucasian	16.3	56.1	53	65				
Special Education	11	28.3	38.7	34.5				
English Learners Current + Former	36.2	43.8	63.6	48.1				
English Learners Current	-	34.7	-	37.6				
Economically Disadvantaged	18.8	38.2	43.2	47.7				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



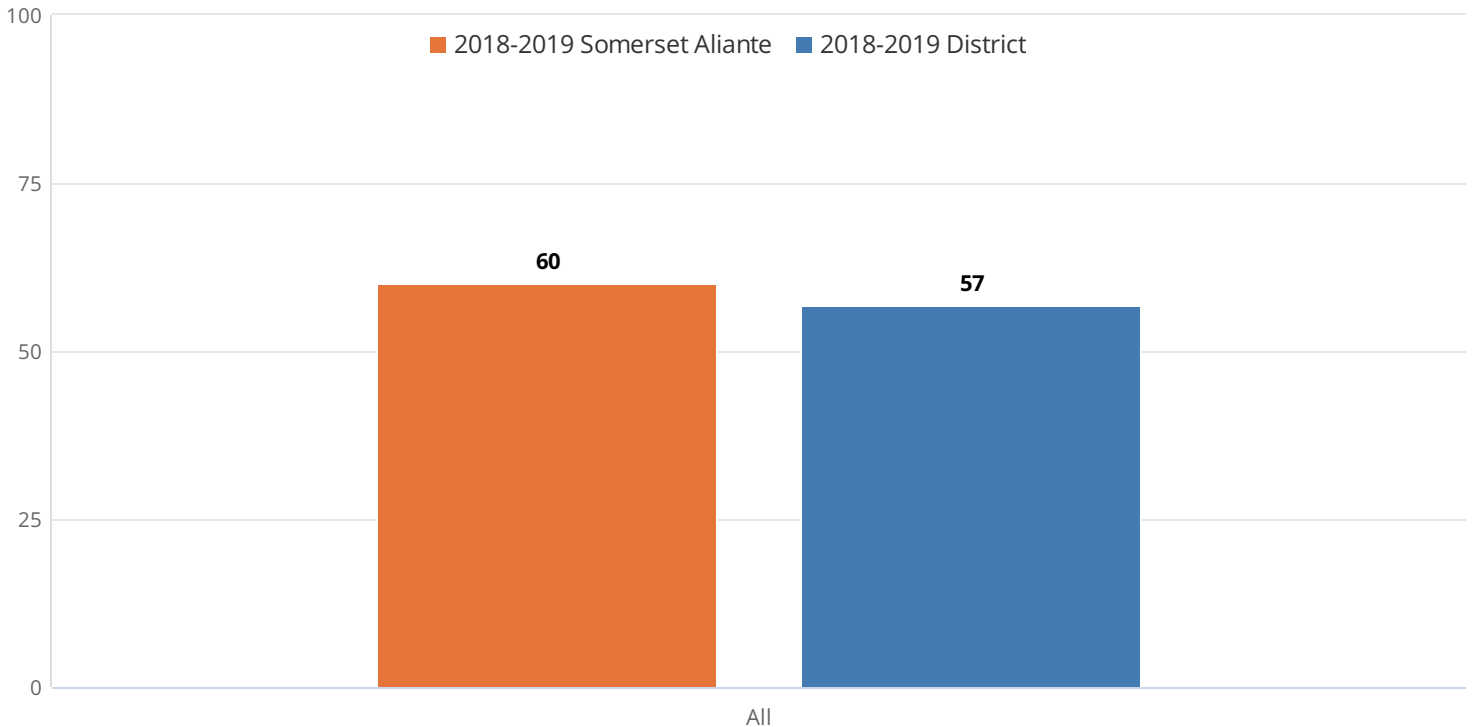
**English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

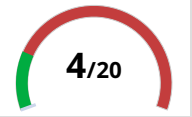
**English Language Points Earned: 10/10**

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	15	60	56.7			

**% English Learners Meeting AGP on WIDA**



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 1/10      ELA AGP Points Earned: 3/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	9.5	27.8	32	39.2				
American Indian/Alaska Native	-	20	-	-				
Asian	-	38.5	-	52.3				
Black/African American	16.6	20	27.1	26.5				
Hispanic/Latino	8.8	26	28.1	37				
Pacific Islander	-	25	-	35.5				
Two or More Races	-	27.3	-	36.2				
White/Caucasian	7.5	32.2	40	45.7				
Special Education	0	16.3	33.2	22.3				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	24.1	-	31.6				
Economically Disadvantaged	0	23	24	32.2				



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

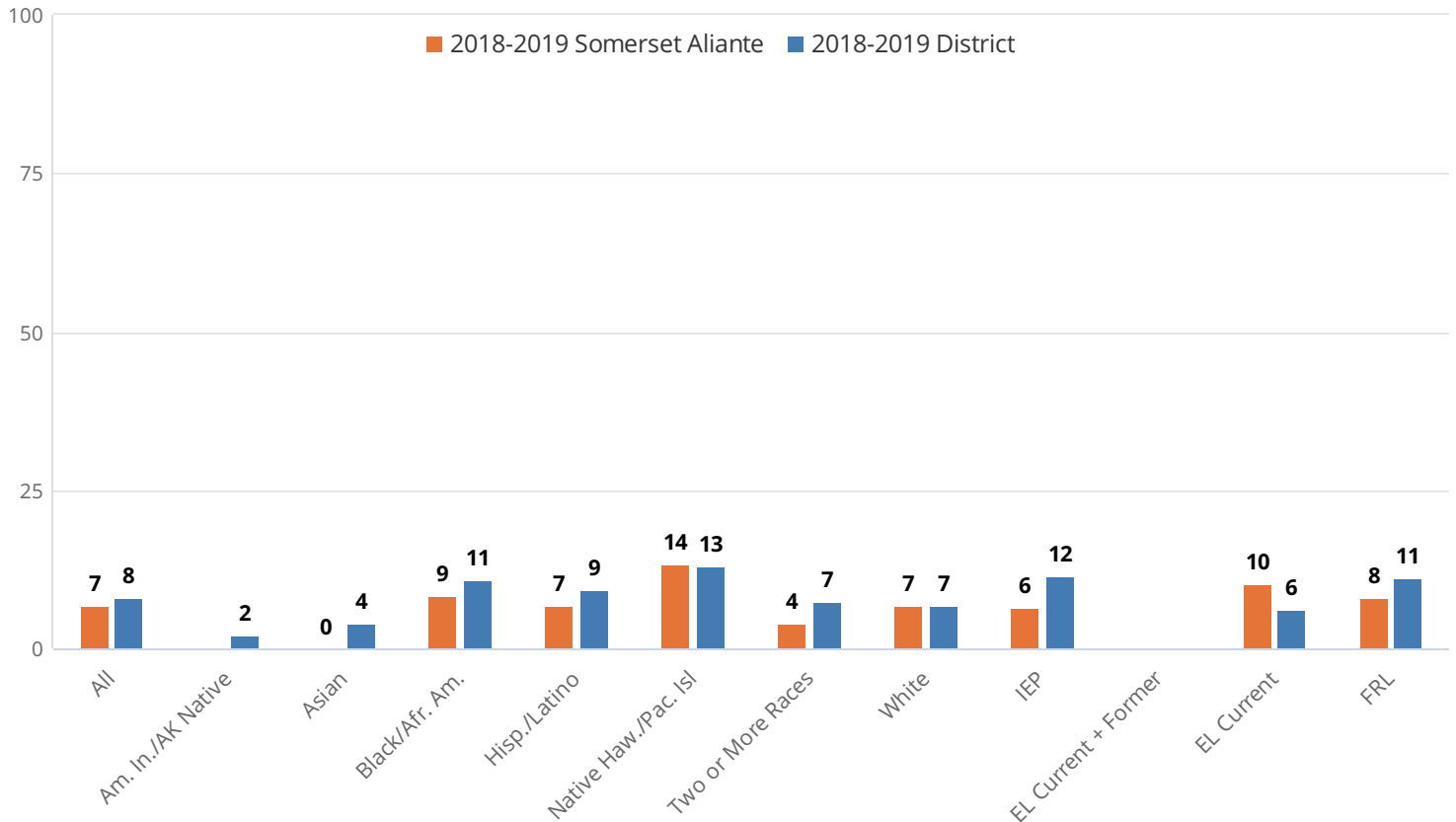
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9/10**


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.7	8		
American Indian/Alaska Native	-	2.3		
Asian	0	4.2		
Black/African American	8.5	11		
Hispanic/Latino	7	9.4		
Pacific Islander	13.5	13		
Two or More Races	4.2	7.4		
White/Caucasian	7	6.9		
Special Education	6.4	11.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	10.3	6.2		
Economically Disadvantaged	8	11.1		

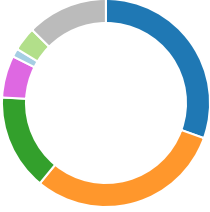
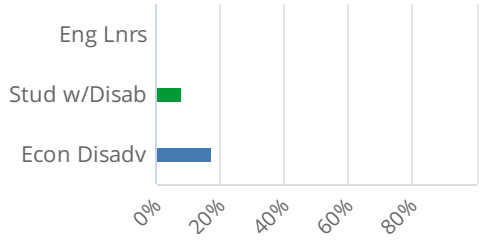
**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 6475 Valley Drive North Las Vegas, NV 89048</p>	 <p><b>82.7</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>30.3% White</li> <li>14.8% BI/Afr Am</li> <li>30.3% Hisp/Latino</li> <li>6.5% Asian</li> <li>1.3% Am Ind/AK Nat</li> <li>3.7% Pac Isl</li> <li>12.5% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p><b>Alternative Student Groups</b></p> 
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

### 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?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

### 2018-2019 School Performance

**Academic Achievement Indicator**

**19/25**

Measure	School Rate	District Rate
Pooled Proficiency	47.8	50.2
Math Proficiency	40.2	42.6
ELA Proficiency	55.6	59.6
Science Proficiency	N/A	44.7

**English Language Proficiency Indicator**

**N/A**

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3

**Student Engagement Indicator**

**12/15**

Measure	School Rate	District Rate
Chronic Absenteeism	3.6	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	98.5	N/A

**Student Growth Indicator**

**22/30**

Measure	School Median	District Median
Math MGP	55	58
ELA MGP	52	56
	School Rate	District Rate
Met Math AGP Target	41.1	44.3
Met ELA AGP Target	58.7	61.3

**Closing Opportunity Gaps Indicator**

**19/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	21.8	21.8
Math AGP Target		
Prior Non-Proficient Met	39.5	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

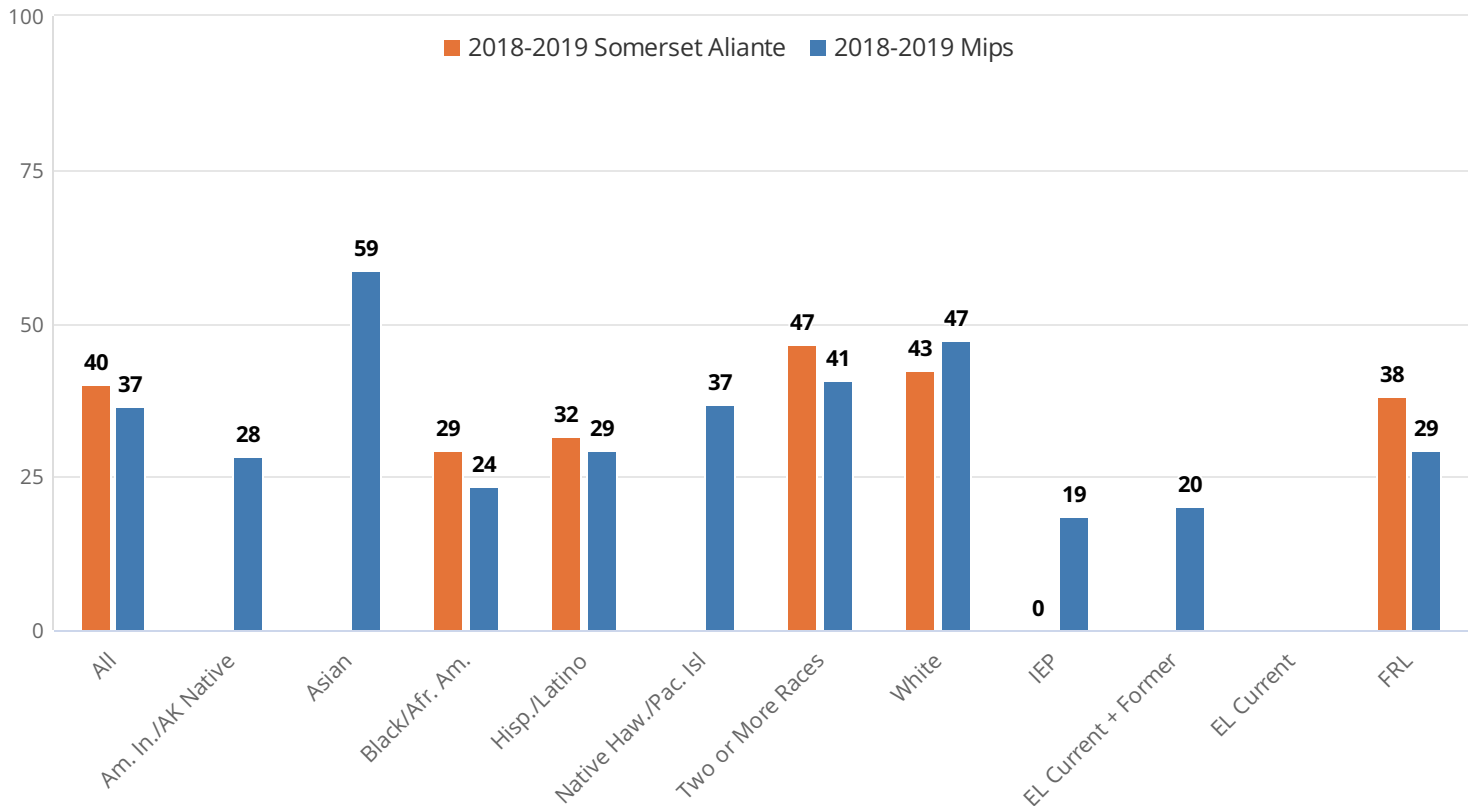
**Pooled Proficiency Points Earned: 19/25**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	47.8	50.2		

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	29.3	24.1	23.5			19.5
Hispanic/Latino	31.5	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	46.6	47.2	40.6			37.5
White/Caucasian	42.5	51.2	47.1			44.4
Special Education	0	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	38	29	29.2			25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

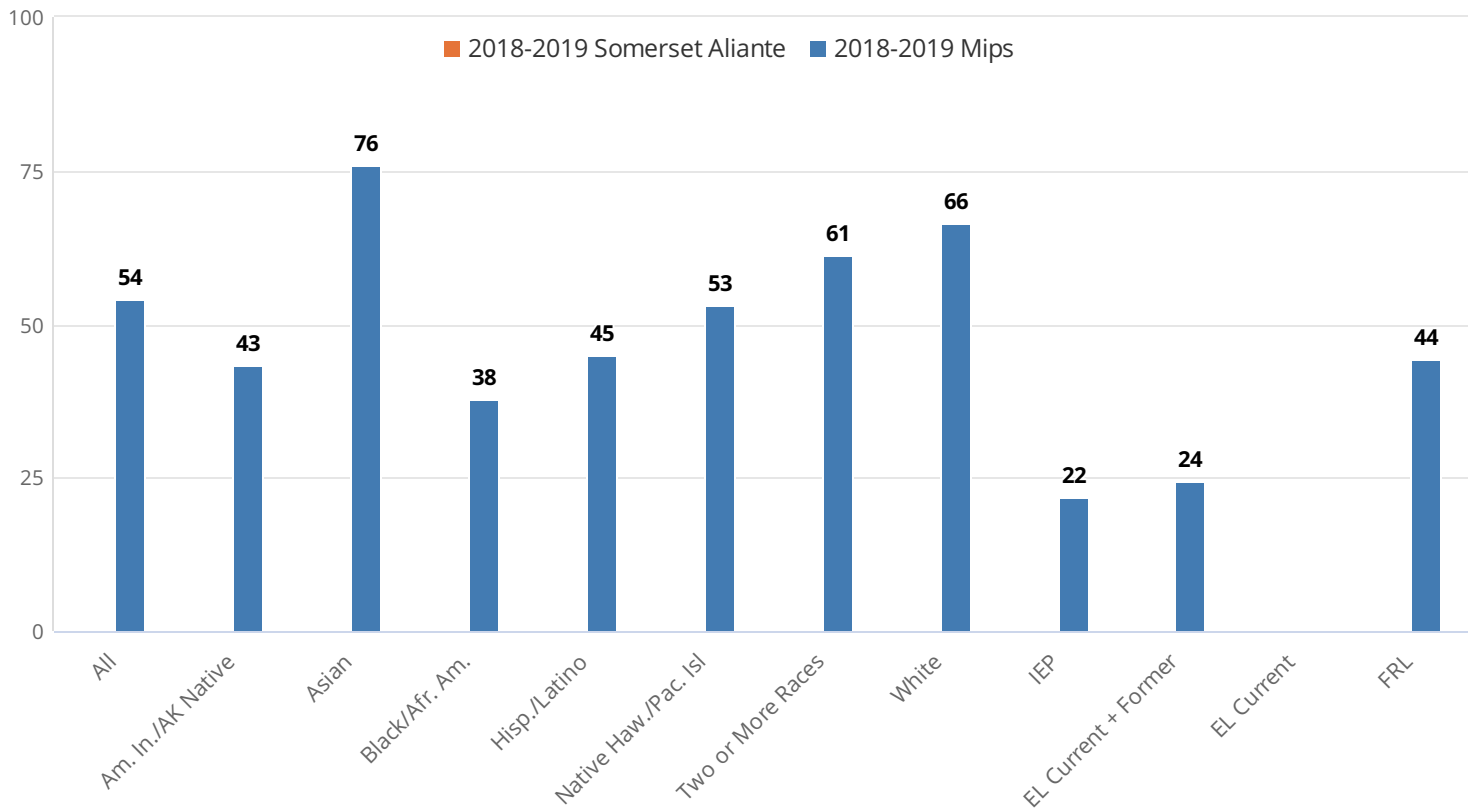


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	55.6	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	52.8	40.1	37.8			34.5
Hispanic/Latino	47.2	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	60	66.7	61.3			59.2
White/Caucasian	55	67.7	66.3			64.6
Special Education	18.1	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	42.7	46.3	44.4			41.4

**ELA Assessments  
% Proficient**



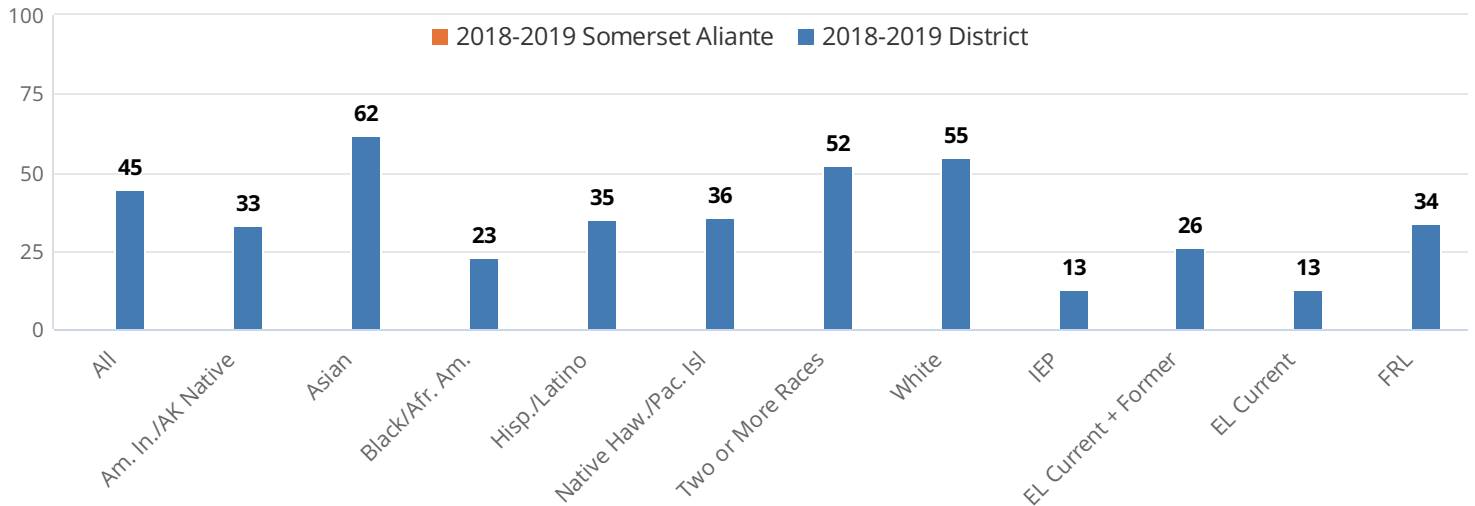


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	44.7		
American Indian/Alaska Native	N/A	33.2		
Asian	N/A	62		
Black/African American	N/A	23.1		
Hispanic/Latino	N/A	35.2		
Pacific Islander	N/A	35.7		
Two or More Races	N/A	52.2		
White/Caucasian	N/A	54.5		
Special Education	N/A	13		
English Learners Current + Former	N/A	26		
English Learners Current	N/A	12.6		
Economically Disadvantaged	N/A	33.7		

Science Assessments  
% Proficient



Participation on State Assessments

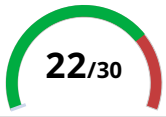
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%





## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 7/10 ELA MGP Points Earned: 6/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	55	58	52	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	62	53	45	51				
Hispanic/Latino	47	59	47	57				
Pacific Islander	-	63	-	57				
Two or More Races	49	56	52	54				
White/Caucasian	56	58	58	56				
Special Education	-	55	-	55				
English Learners Current + Former	-	64	-	64				
English Learners Current	-	61	-	62				
Economically Disadvantaged	56	59	46	57				

## AGP Growth Data

Math AGP Points Earned: 4.5/5 ELA AGP Points Earned: 4.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	41.1	44.3	58.7	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	26.6	27.5	53.2	44.2				
Hispanic/Latino	33.2	35.5	45.3	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	53.2	47.1	60	66.2				
White/Caucasian	45.3	51.8	69.5	68.4				
Special Education	-	16.8	-	25.3				
English Learners Current + Former	-	32.7	-	48.3				
English Learners Current	-	17.3	-	28.1				
Economically Disadvantaged	42.7	33.3	47.6	50.3				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



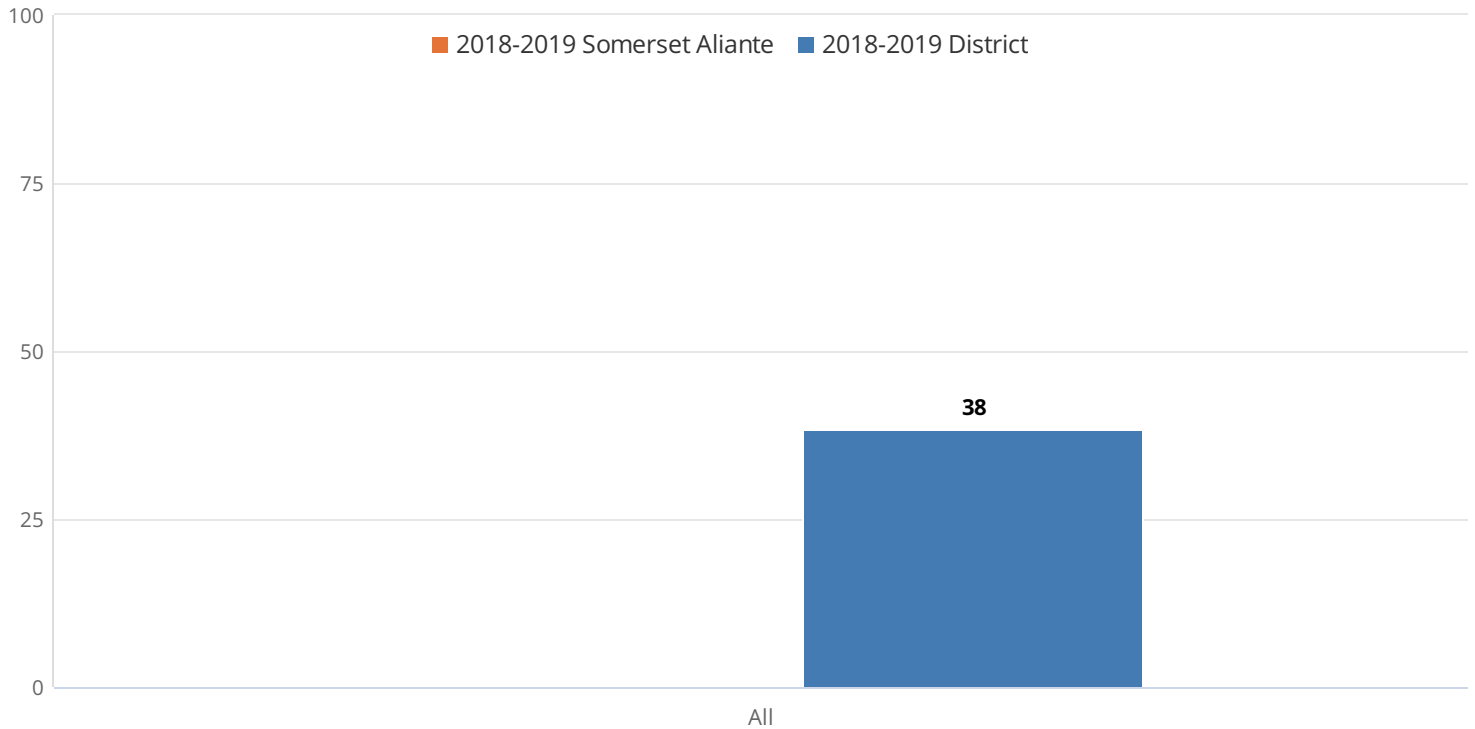
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	38.3			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 9/10      ELA AGP Points Earned: 10/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	21.8	21.8	39.5	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	18.1	15	-	22				
Hispanic/Latino	13.5	21.5	21.3	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	-	19.8	-	32.8				
White/Caucasian	33.2	24.8	71.4	38.3				
Special Education	-	9.6	-	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	12.5	-	22.1				
Economically Disadvantaged	8.3	19.5	-	29.1				



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

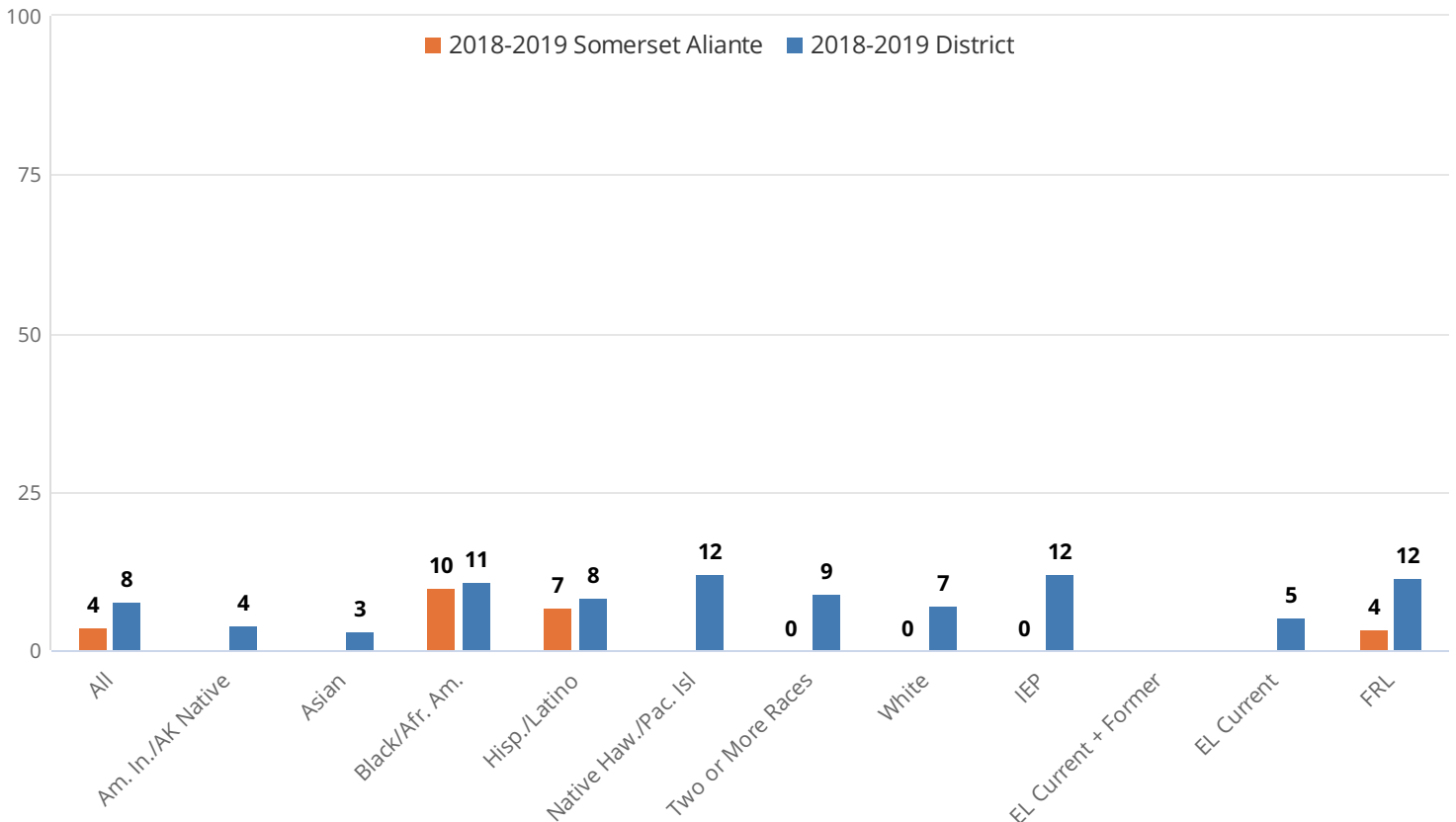
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	3.6	7.9		
American Indian/Alaska Native	-	4.2		
Asian	-	3		
Black/African American	10	11		
Hispanic/Latino	7	8.4		
Pacific Islander	-	12		
Two or More Races	0	8.9		
White/Caucasian	0	7.2		
Special Education	0	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	5.2		
Economically Disadvantaged	3.5	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

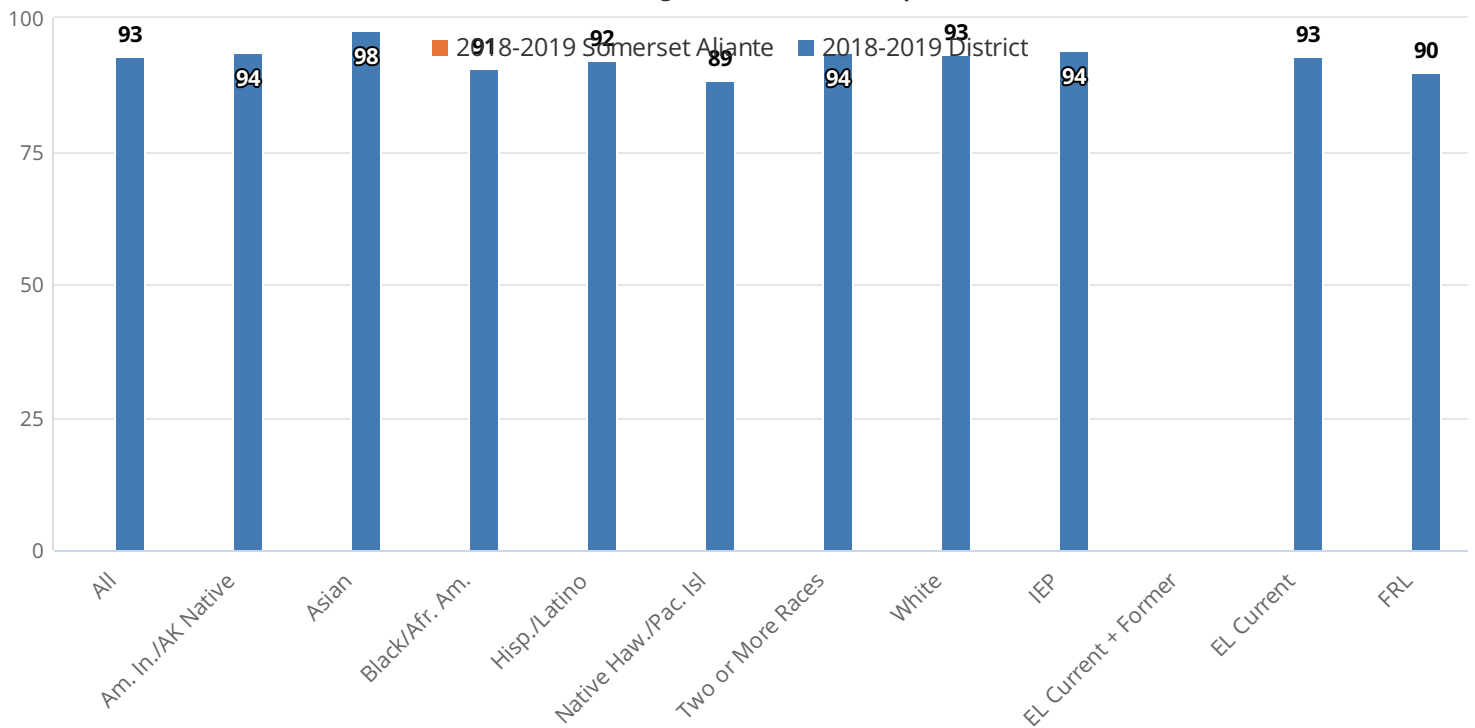
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5		
American Indian/Alaska Native	-	100		
Asian	-	99.7		
Black/African American	100	99.2		
Hispanic/Latino	100	99.5		
Pacific Islander	-	99.5		
Two or More Races	100	99.7		
White/Caucasian	100	99.4		
Special Education	100	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	98.5		
Economically Disadvantaged	100	99.4		

NAC 389.445 Credit Requirements


NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	N/A	92.7		
American Indian/Alaska Native	N/A	93.7		
Asian	N/A	97.9		
Black/African American	N/A	90.5		
Hispanic/Latino	N/A	92.2		
Pacific Islander	N/A	88.5		
Two or More Races	N/A	93.7		
White/Caucasian	N/A	93.2		
Special Education	N/A	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	92.7		
Economically Disadvantaged	N/A	89.7		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4491 N. Rainbow Blvd. Las Vegas, NV 89108</p>	 <p><b>90.5</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>52.2% White</li> <li>5.5% Bl/Afr Am</li> <li>30.5% Hisp/Latino</li> <li>1.8% Asian</li> <li>0.5% Am Ind/AK Nat</li> <li>1% Pac Isl</li> <li>8.3% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>68.6 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	68.6 ★★★★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	68.6 ★★★★★							
2016-2017	N/A N/A							

### 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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance

**Academic Achievement Indicator** 22/25

Measure	School Rate	District Rate
Pooled Proficiency	56	54
Math Proficiency	60	54.5
ELA Proficiency	59.5	60.1
Science Proficiency	33.6	34.7
Read-by-Grade-3 Proficiency	51	56.7

**Growth Indicator** 32/35

Measure	School Median	District Median
Math MGP	65	55
ELA MGP	57	52
	School Rate	District Rate
Met Math AGP Target	62.1	49.7
Met ELA AGP Target	67	59.7

**English Language Proficiency Indicator** 7/10

Measure	School Rate	District Rate
Met EL AGP Target	50	56.7

**Closing Opportunity Gaps Indicator** 20/20

Measure	School Rate	District Rate
Prior Non-Proficient Met	44.2	27.8
Math AGP Target		
Prior Non-Proficient Met	54.7	39.2
ELA AGP Target		

**Student Engagement Indicator** 9.5/10

Measure	School Rate	District Rate
Chronic Absenteeism	5	8
Climate Survey Participation	98	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

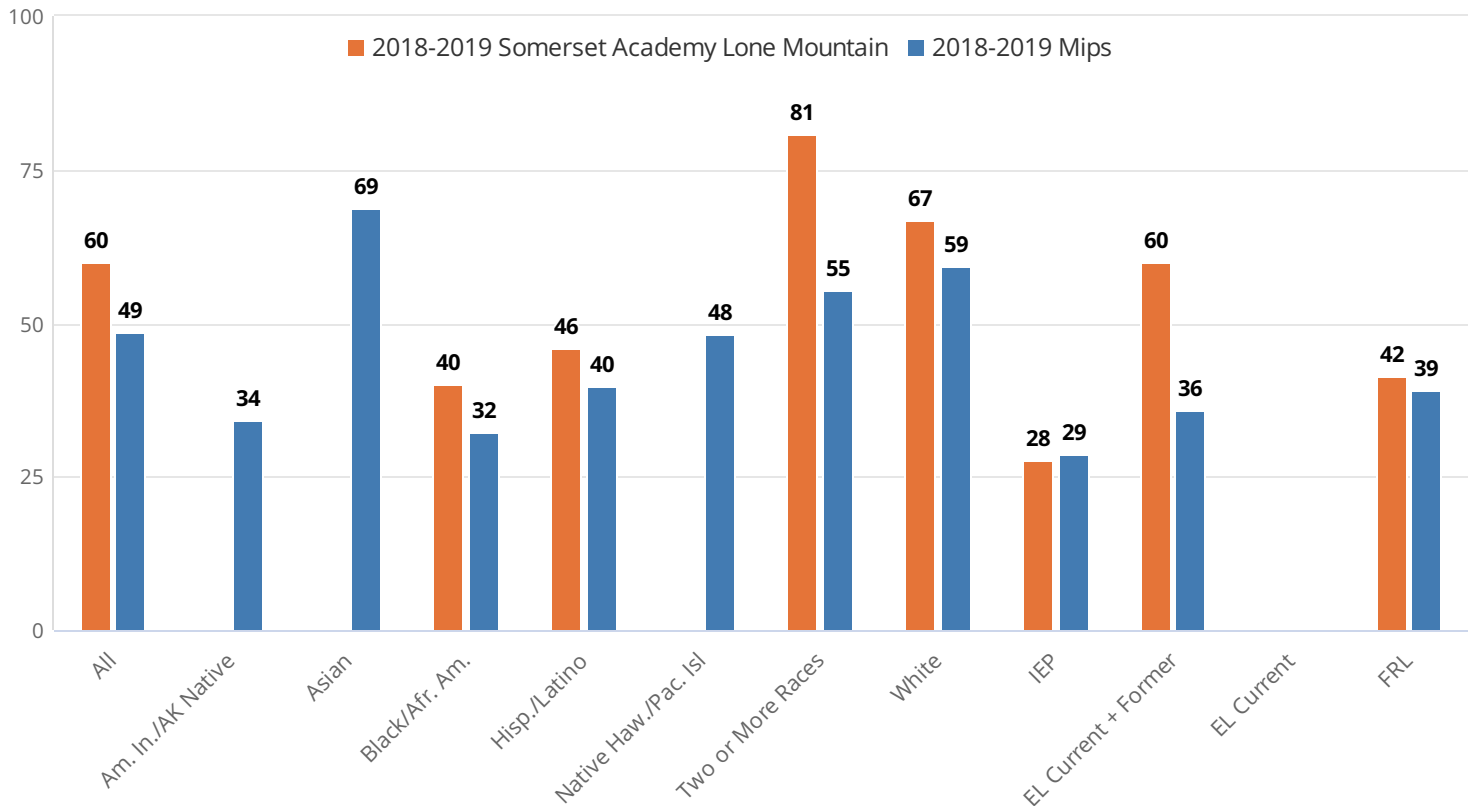
**Pooled Proficiency Points Earned: 18/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	56	54	56.4	52.9

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60	54.5	48.5	59.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	40	31.3	32.3	41.6	30.6	28.8
Hispanic/Latino	46	44.6	39.6	45	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	80.9	58.2	55.3	62.5	59	52.9
White/Caucasian	66.7	62.2	59.3	65	61.1	57.2
Special Education	27.6	27.3	28.6	33.3	29.2	24.8
English Learners Current + Former	60	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	41.5	39.7	39	-	33.1	35.7

**Math Assessments  
% Proficient**



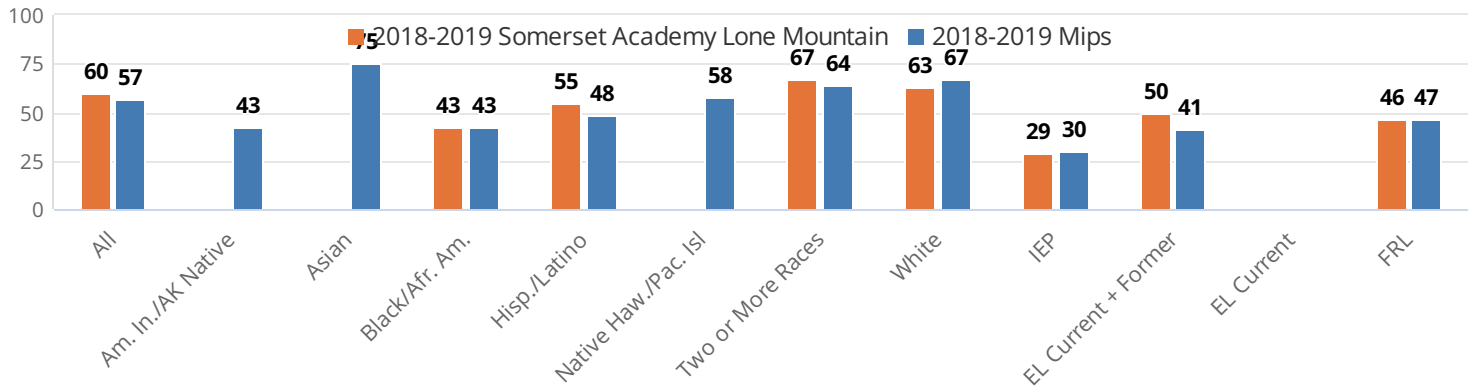


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.5	60.1	57	59.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	42.7	40.8	42.6	58.3	40.5	39.6
Hispanic/Latino	55	51.1	48.2	54.9	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	66.5	63.7	64.4	58.2	67.1	62.6
White/Caucasian	62.5	66.7	67.4	62.7	65	65.7
Special Education	28.5	26.6	30	26.6	29.3	26.3
English Learners Current + Former	50	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	46.1	45.3	46.8	-	40.4	44

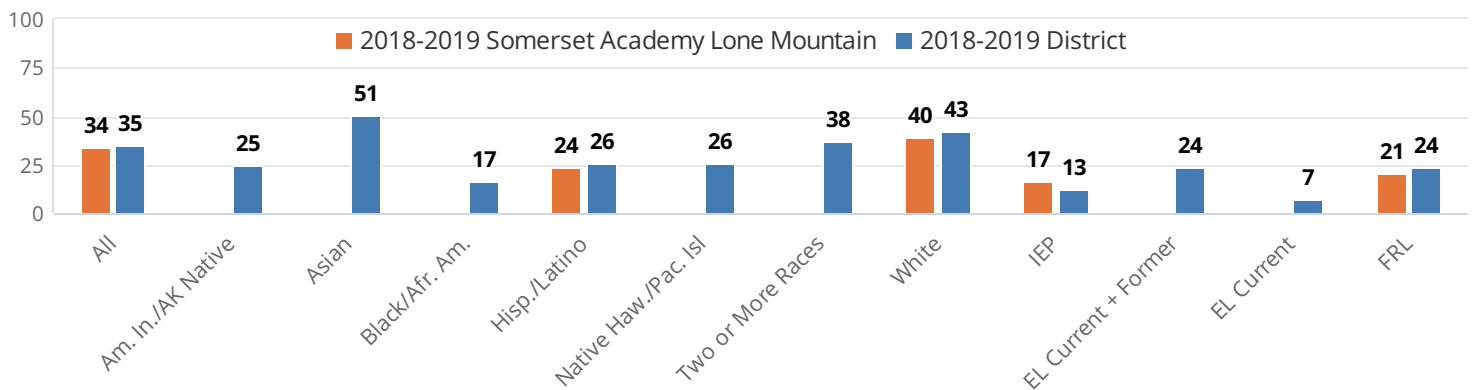
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	33.6	34.7	38	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	24.1	25.8	47.3	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	39.6	42.7	35.9	43.8
Special Education	16.6	12.5	-	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	21	23.8	-	17.3

Science Assessments  
% Proficient







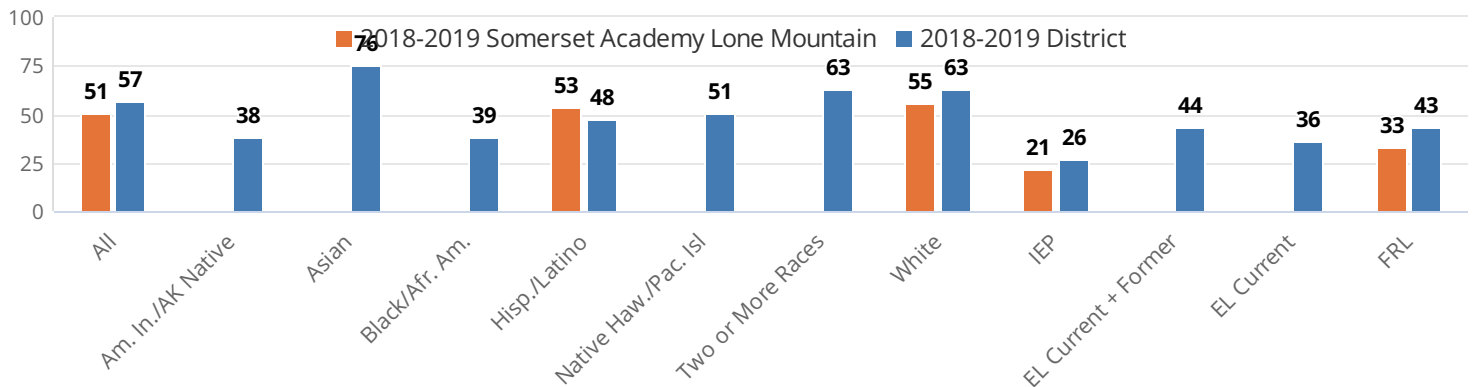
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	51	56.7	58.1	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	53.1	47.5	53.8	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	46.1	64.3
White/Caucasian	55.2	62.6	62.9	62.6
Special Education	21.3	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	33.2	43.2	-	37.5

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	67.6	67
1st Grade	71	60
Kindergarten	71.1	72



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 7/10

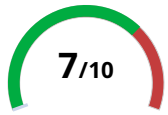
Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	65	55	57	52	54	53	40.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	64.5	54	51.5	51	49	49	44	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	68	53	50	50	72	53	54	51.5
White/Caucasian	65	57	60	54	57	55	40	49
Special Education	67.5	51	48.5	42	54	49	39	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	70	53	53.5	47	-	46	-	46

## AGP Growth Data

Math AGP Points Earned: 7.5/7.5 ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	62.1	49.7	67	59.7	55.2	48.6	46.8	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	50	43	62.5	54.2	37.7	37.8	40	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	78.9	50.2	63.1	59.3	72.7	51.2	63.6	60.7
White/Caucasian	66.5	56.1	71.4	65	61	53.7	46.8	58.7
Special Education	40	28.3	40	34.5	40.9	29.5	36.3	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	55.7	38.2	58.7	47.7	-	29.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



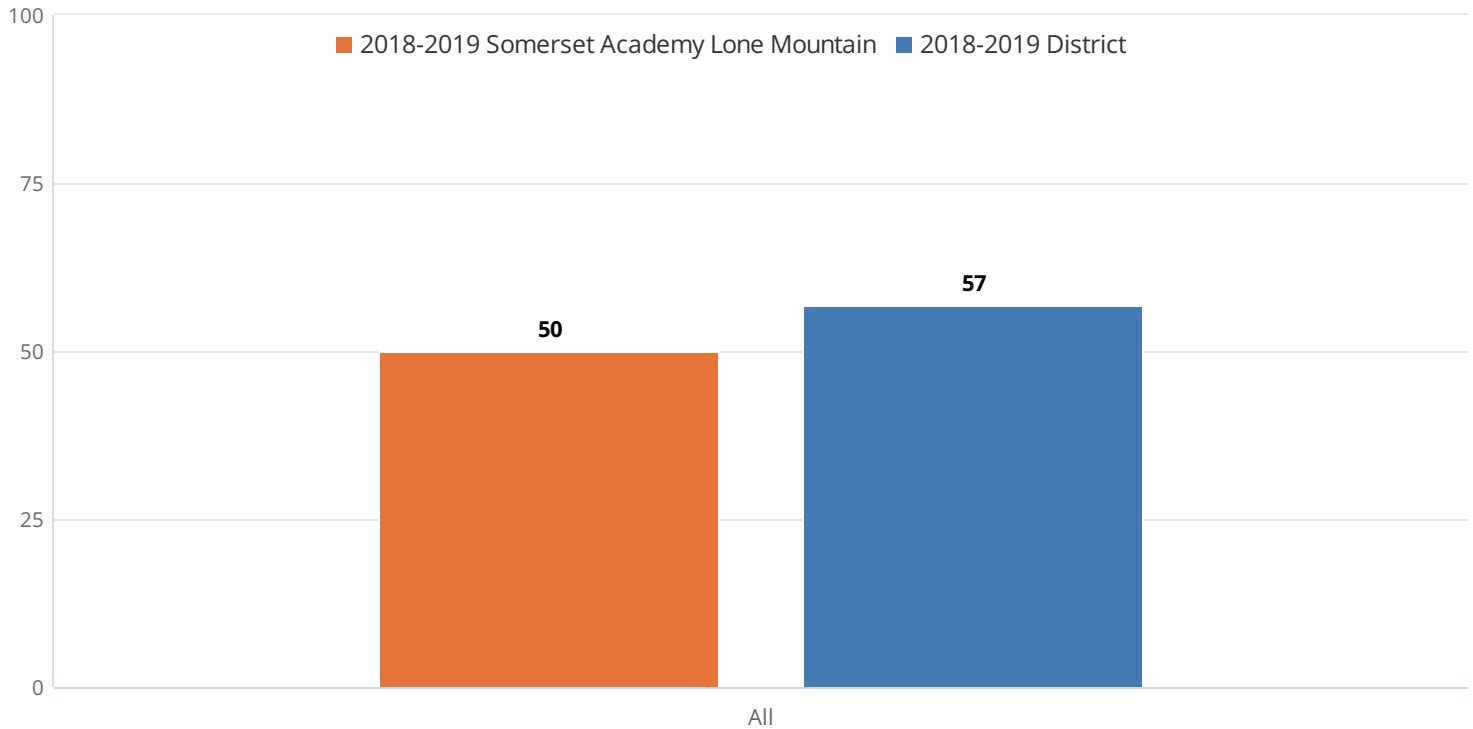
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/7

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	12	50	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	44.2	27.8	54.7	39.2	32.8	27	29.5	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	38.7	26	42.7	37	19	22.6	23.8	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	51.2	32.2	64	45.7	40	31.5	29.4	38.7
Special Education	20	16.3	25	22.3	40	15.5	36.3	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	26.3	23	31.5	32.2	40	20	18.7	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

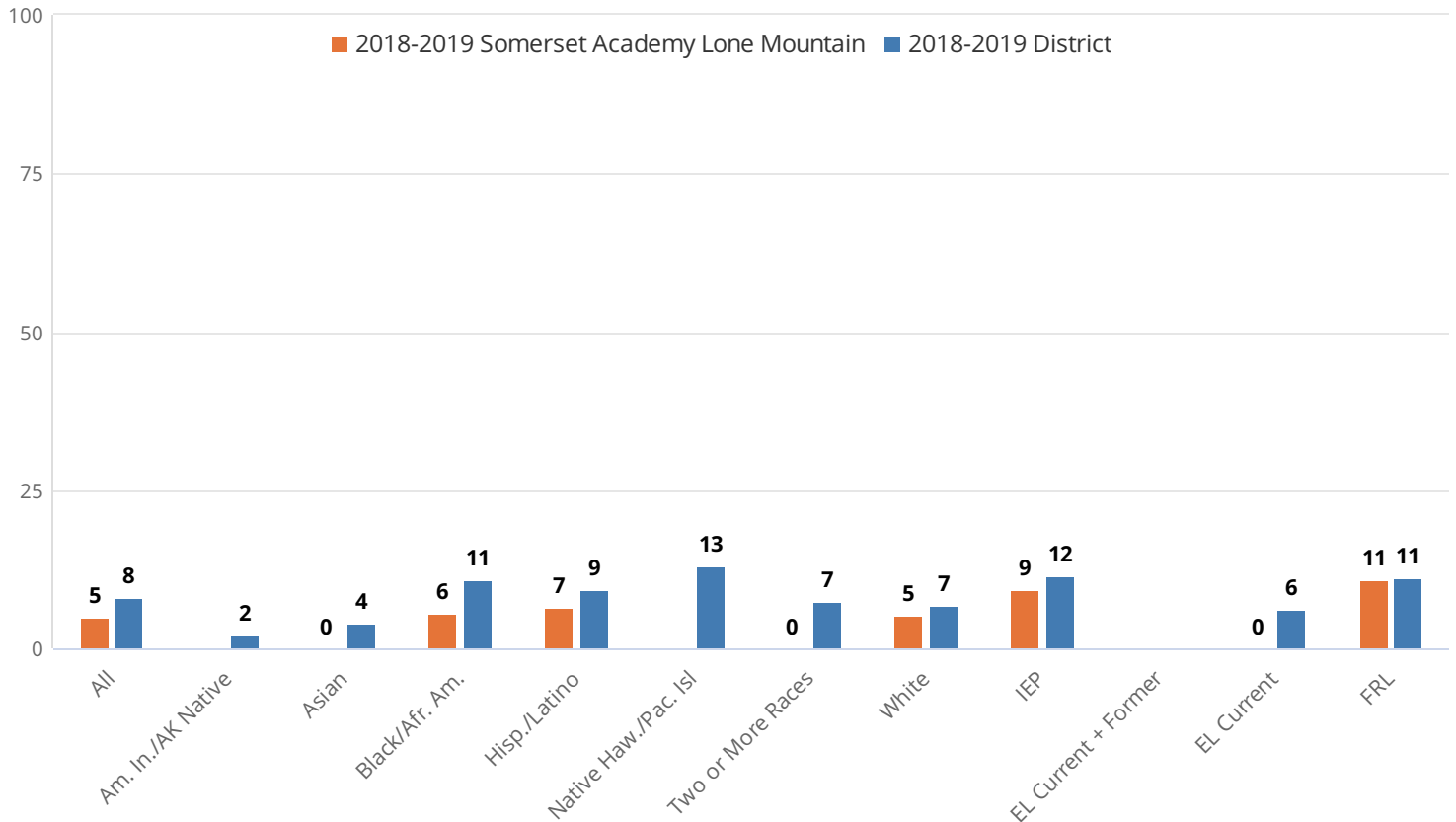
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9.5/10**


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5	8	5.4	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	0	4.2	11.7	4.9
Black/African American	5.7	11	3.2	14.5
Hispanic/Latino	6.5	9.4	7.8	11.5
Pacific Islander	-	13	0	12.6
Two or More Races	0	7.4	4.6	9
White/Caucasian	5.2	6.9	4.6	9
Special Education	9.3	11.5	4.7	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	6.2	-	10.4
Economically Disadvantaged	11	11.1	-	15.9

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4491 N. Rainbow Blvd. Las Vegas, NV 89108</p>	 <p><b>96.6</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>48.3% White</li> <li>7.7% BI/Afr Am</li> <li>30.8% Hisp/Latino</li> <li>3.7% Asian</li> <li>0.5% Am Ind/AK Nat</li> <li>1.6% Pac Isl</li> <li>6.5% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>82 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	82 ★★★★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	82 ★★★★★							
2016-2017	N/A N/A							

### 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?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

### 2018-2019 School Performance

**Academic Achievement Indicator**

**25/25**

Measure	School Rate	District Rate
Pooled Proficiency	60.8	50.2
Math Proficiency	54	42.6
ELA Proficiency	67	59.6
Science Proficiency	63	44.7

**English Language Proficiency Indicator**

**N/A**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

**Student Engagement Indicator**

**14/15**

Measure	School Rate	District Rate
Chronic Absenteeism	6	7.9
Academic Learning Plans	99	99.5
8th Grade Credit Requirements	99.2	92.7
Climate Survey Participation	98.3	N/A

**Student Growth Indicator**

**28/30**

Measure	School Median	District Median
Math MGP	74	58
ELA MGP	60.5	56
	School Rate	District Rate
Met Math AGP Target	56.1	44.3
Met ELA AGP Target	69	61.3

**Closing Opportunity Gaps Indicator**

**20/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	35.7	21.8
Math AGP Target		
Prior Non-Proficient Met	46.2	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

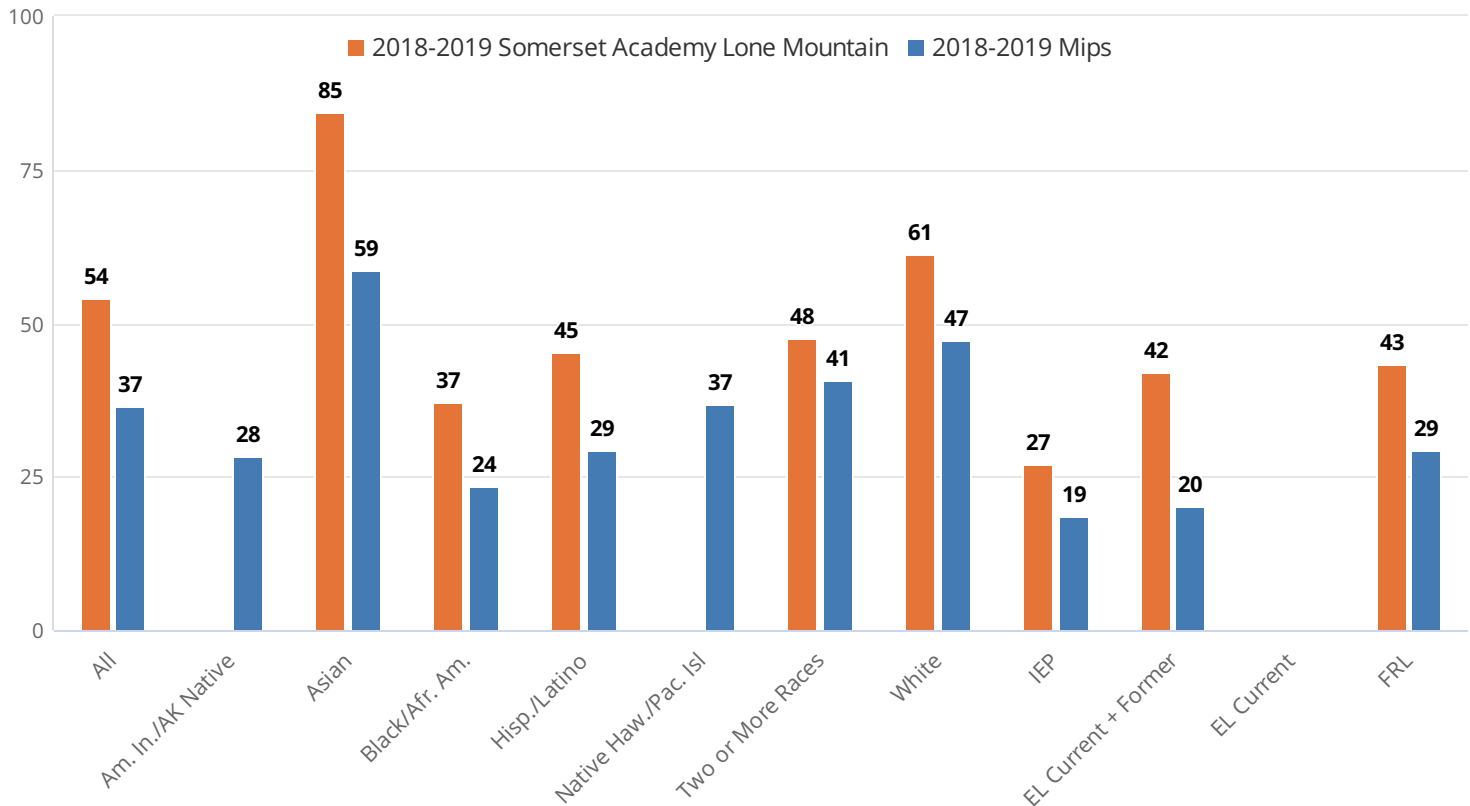
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

	<b>Pooled Proficiency Points Earned: 25/25</b>			
	<b>2019 %</b>	<b>2019 % District</b>	<b>2018 %</b>	<b>2018 % District</b>
Pooled Proficiency	60.8	50.2	52.6	46.3

**Math Proficient**

<b>Groups</b>	<b>2019 %</b>	<b>2019 % District</b>	<b>2019 % MIP</b>	<b>2018 %</b>	<b>2018 % District</b>	<b>2018 % MIP</b>
All Students	54	42.6	36.5	41.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	84.5	66.2	58.6	78.5	64.1	56.4
Black/African American	37	24.1	23.5	20	17.7	19.5
Hispanic/Latino	45.2	31.8	29.3	37.8	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	47.6	47.2	40.6	45.4	41.5	37.5
White/Caucasian	61.1	51.2	47.1	43.2	44.4	44.4
Special Education	27.1	12	18.6	15.3	11.5	14.3
English Learners Current + Former	42.1	26.8	20.2	53.8	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	43.3	29	29.2	-	21.7	25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



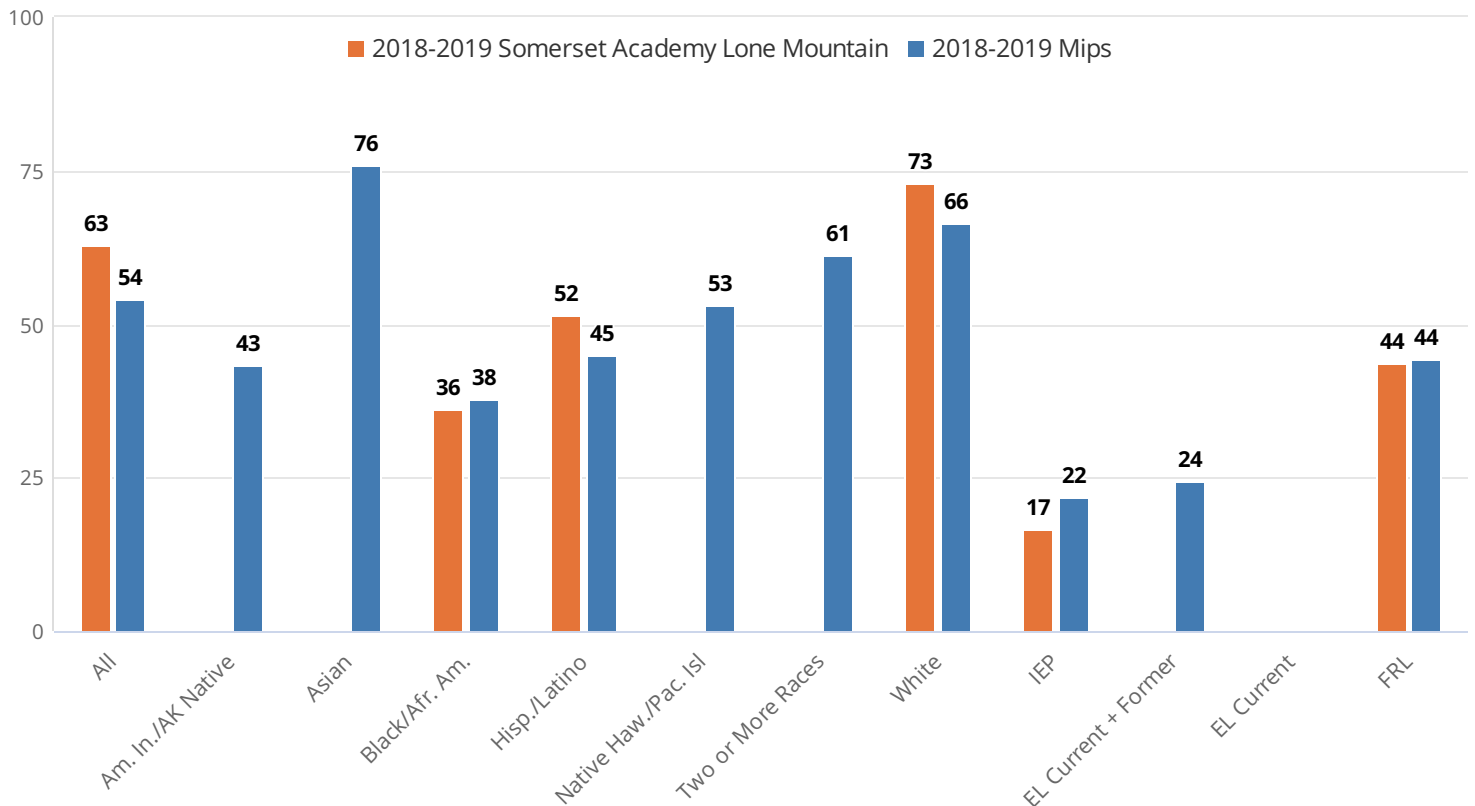


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67	59.6	54.1	59.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	92.2	78.4	75.9	92.8	77.3	74.6
Black/African American	33.2	40.1	37.8	42.8	38.4	34.5
Hispanic/Latino	57.5	50.2	45.1	44.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.8	66.7	61.3	69.7	61	59.2
White/Caucasian	77	67.7	66.3	65	63.5	64.6
Special Education	48.3	19.8	21.9	19.2	20.7	17.8
English Learners Current + Former	63.1	42.7	24.3	61.5	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	56.5	46.3	44.4	-	41.5	41.4

**ELA Assessments  
% Proficient**



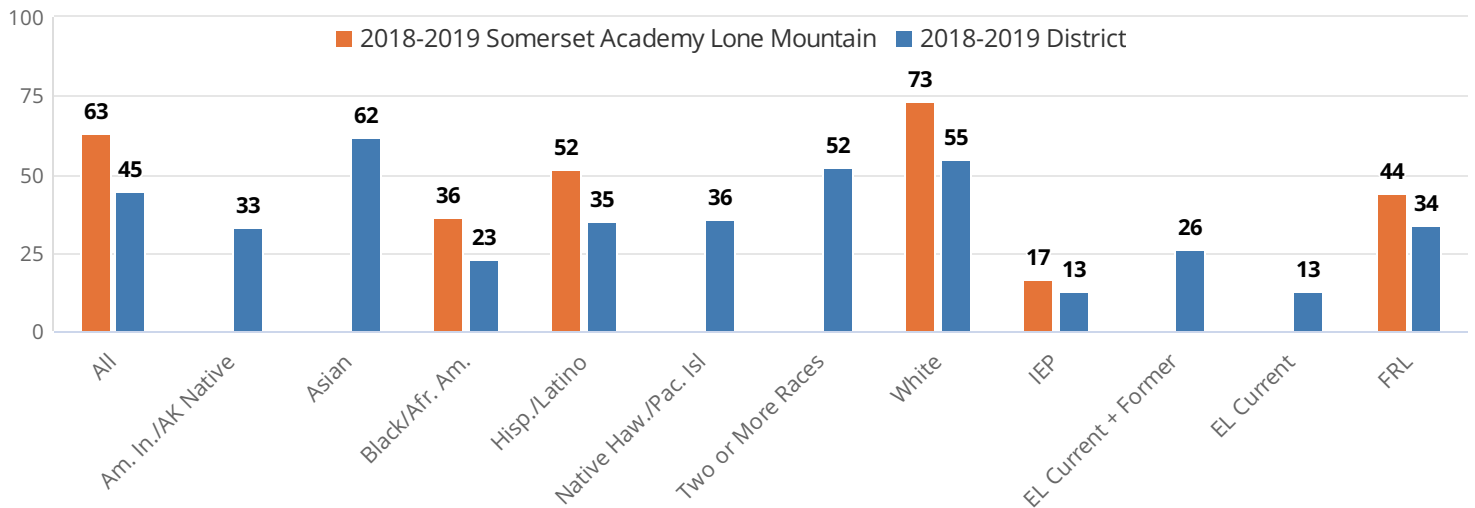


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	63	44.7	66.4	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	36.2	23.1	27.2	25
Hispanic/Latino	51.5	35.2	60.6	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	78.5	51.6
White/Caucasian	73	54.5	71.7	54
Special Education	16.6	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	43.7	33.7	-	30.7

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 8/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	74	58	60.5	56	53	52	52	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	77	63	67.5	57	68	62	65	62
Black/African American	75	53	47	51	53	45	49	50.5
Hispanic/Latino	76.5	59	63.5	57	50	54	42	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	73	56	43.5	54	52	53	69	55
White/Caucasian	71	58	62	56	53	49	51	53
Special Education	76.5	55	71.5	55	53	44	62	50
English Learners Current + Former	79	64	81	64	84	59	72	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	74	59	63	57	-	53	-	52

## AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	56.1	44.3	69	61.3	43.3	37.7	57.7	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	83.2	65.9	83.2	78.5	71.4	66.5	92.8	78
Black/African American	38.3	27.5	37	44.2	31.4	20.1	40	39.5
Hispanic/Latino	50.8	35.5	63.3	53.6	39.7	30.1	45.1	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	50	47.1	66.5	66.2	48.4	42.7	66.6	61.3
White/Caucasian	62	51.8	77	68.4	44.9	44	62.8	62.2
Special Education	25	16.8	53.1	25.3	20	14.5	24	23.6
English Learners Current + Former	41.6	32.7	66.5	48.3	53.8	31.3	61.5	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	47.7	33.3	59.2	50.3	-	25.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



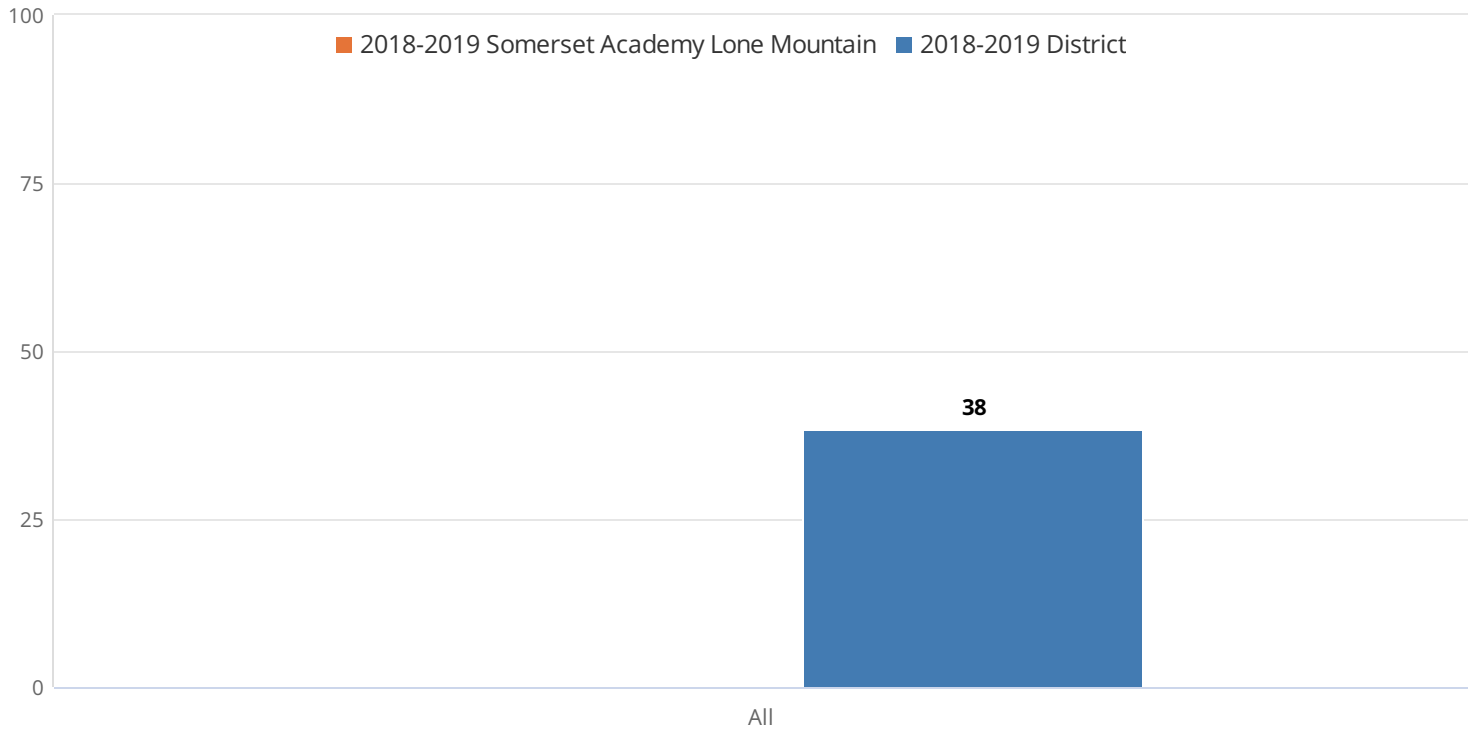
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 10/10**

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	35.7	21.8	46.2	32.7	21.6	19	27.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	25	15	22.1	22	19.2	10.9	15.7	23.3
Hispanic/Latino	35.2	21.5	46.6	31.1	21.1	17.1	21.6	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	41.6	19.8	-	32.8	25	21	36.3	32
White/Caucasian	38	24.8	54.1	38.3	21.5	21.5	30.9	33.2
Special Education	14.8	9.6	44	16.8	11.7	6.4	17.6	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	37	19.5	44	29.1	23.3	16	25.8	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

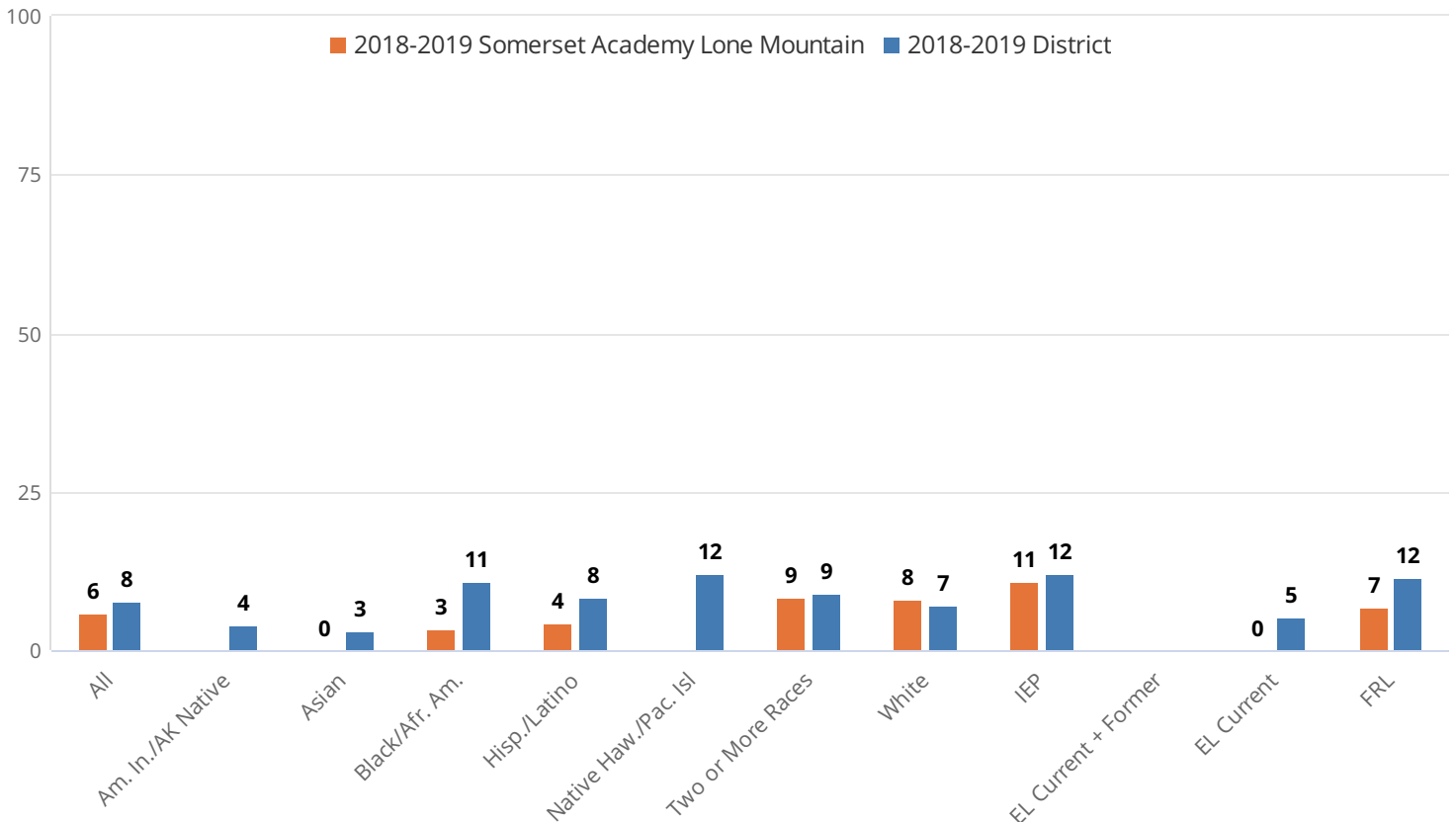
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6	7.9	6.2	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	0	3	0	3.6
Black/African American	3.3	11	2.7	12.9
Hispanic/Latino	4.4	8.4	5.9	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	8.5	8.9	3	12
White/Caucasian	8	7.2	8.4	10.9
Special Education	10.8	12.1	4.1	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	5.2	-	8.5
Economically Disadvantaged	6.7	11.5	-	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

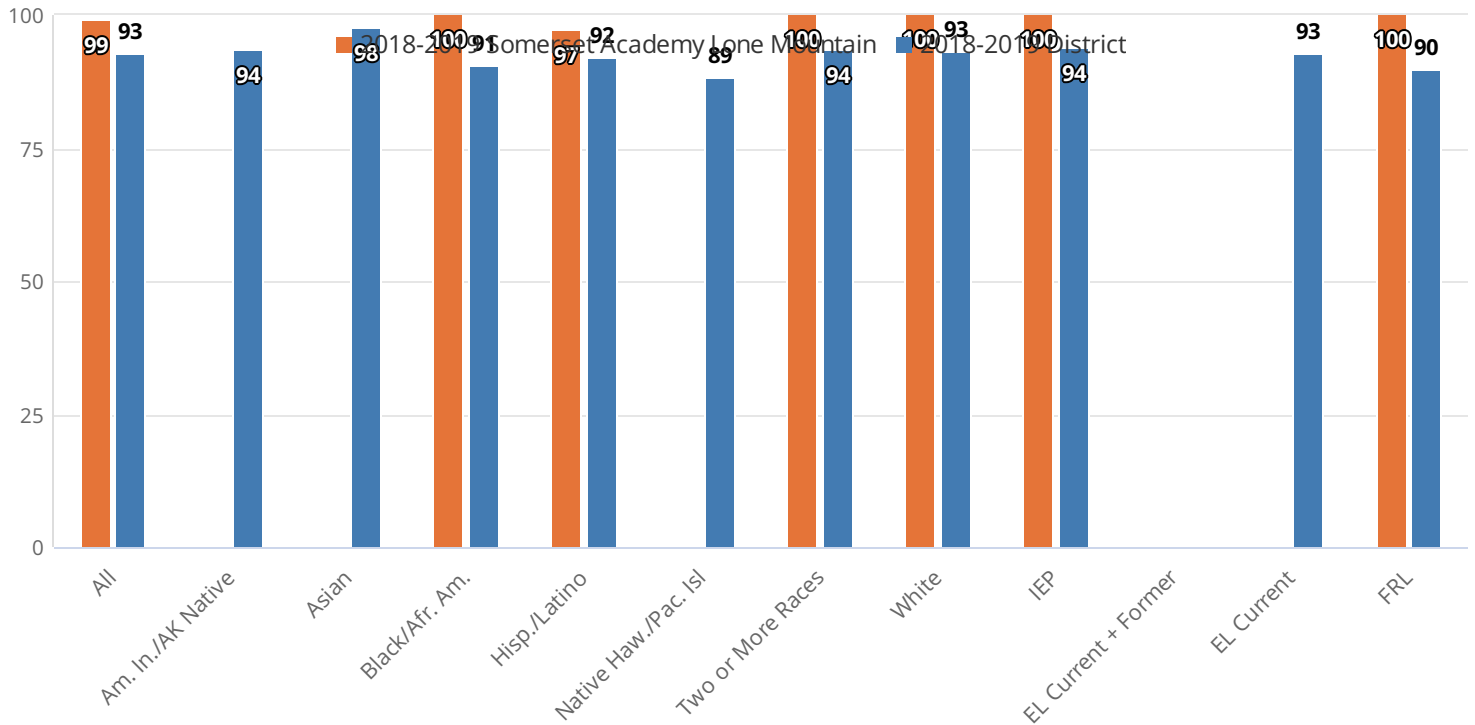
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	99	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	100	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	97	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	-	98.2
Economically Disadvantaged	100	99.4	-	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	99.2	92.7	98.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	100	90.5	81.8	85.4
Hispanic/Latino	97.2	92.2	100	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	100	93.7	100	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	100	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	100	89.7	-	85.6

% of Students Meeting 8th Grade Credit Requirements



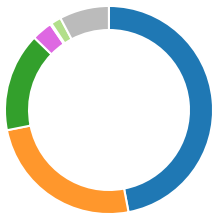
'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Elementary School  
*Grade Levels:* OK-12  
*District:* State Public Charter School Authority  
*School Address:* 4650 Losee Road  
 North Las Vegas, NV 89081



**35.5**  
Total Index Score

School Type: *Charter SPCSA*  
 School Designation: *TSI/ATSI*  
 95% Assessment Participation: *Met*



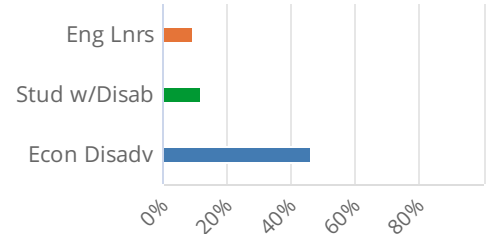
### Student Race/Ethnicity

24.8%	White
15.3%	Bl/Afr Am
46.8%	Hisp/Latino
3.2%	Asian
0.2%	Am Ind/AK Nat
1.6%	Pac Isl
7.7%	Two or More

### School Performance History

School Year	Index Score/Star Rating
2017-2018	52.5 ★★ ★
2016-2017	N/A N/A

### Alternative Student Groups



## What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

## 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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

**TSI/ATSI designation:** This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

## 2018-2019 School Performance



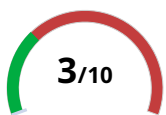
### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	39.7	54
Math Proficiency	39.6	54.5
ELA Proficiency	48.2	60.1
Science Proficiency	16.1	34.7
Read-by-Grade-3 Proficiency	43.6	56.7



### Growth Indicator

Measure	School Median	District Median
Math MGP	41	55
ELA MGP	45	52
	School Rate	District Rate
Met Math AGP Target	32.3	49.7
Met ELA AGP Target	48	59.7



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	38	56.7

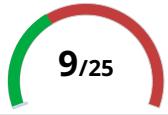


### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	12.4	27.8
Math AGP Target		
Prior Non-Proficient Met	33	39.2
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.





**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

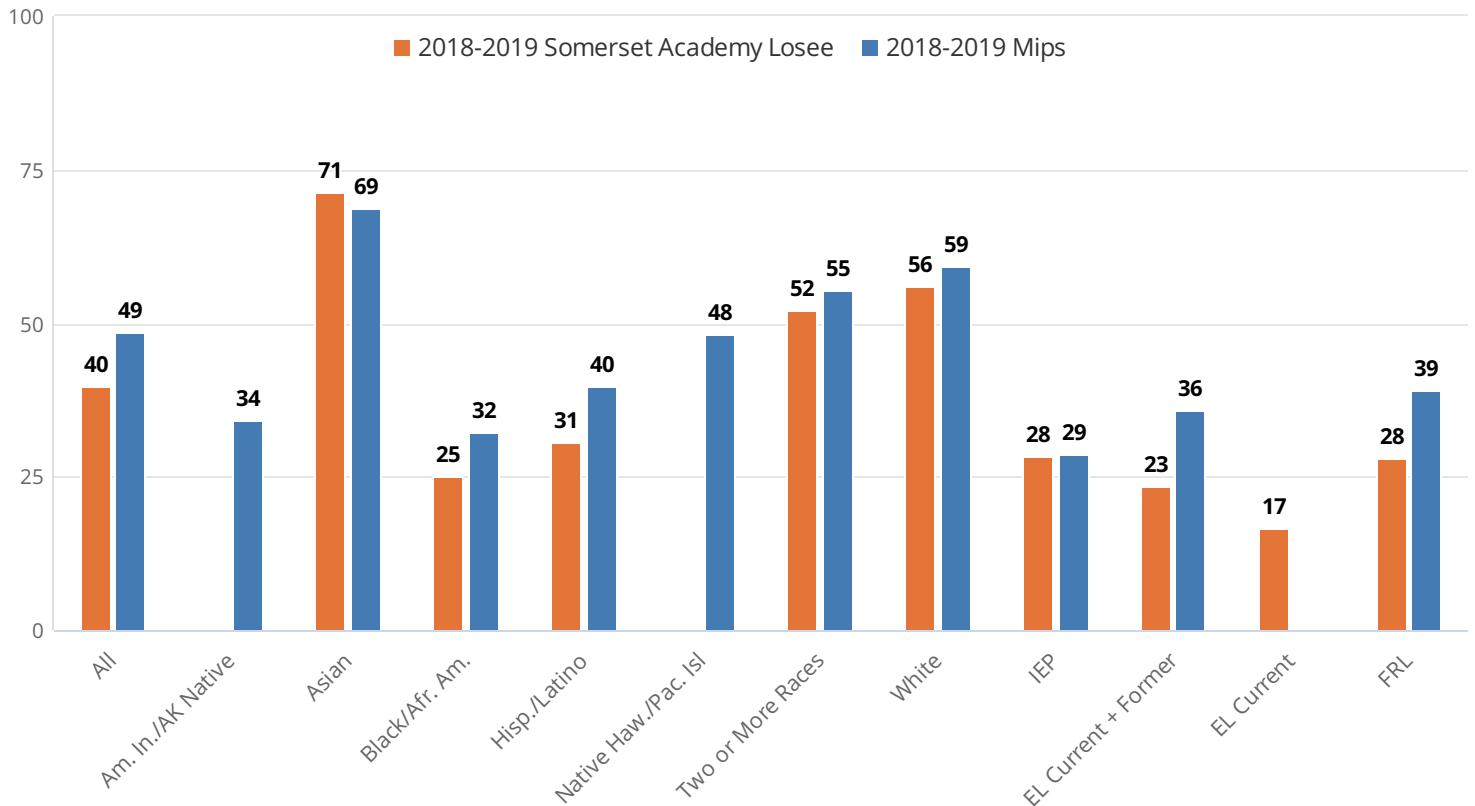
**Pooled Proficiency Points Earned: 6/20**

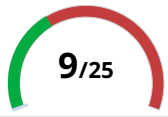
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	39.7	54	46.1	52.9

**Math Proficient**

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

**Math Assessments  
% Proficient**



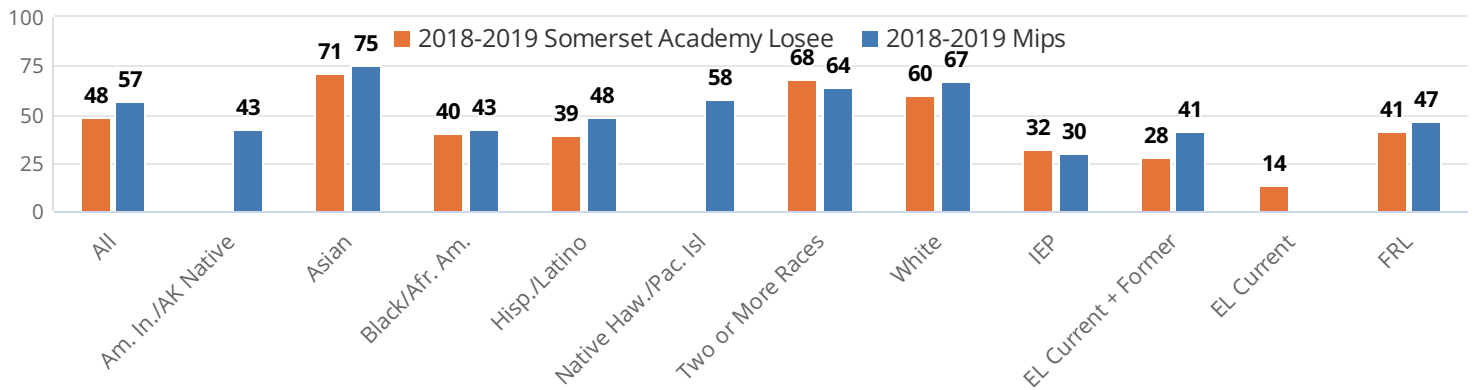


## Academic Achievement

### ELA Proficient

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

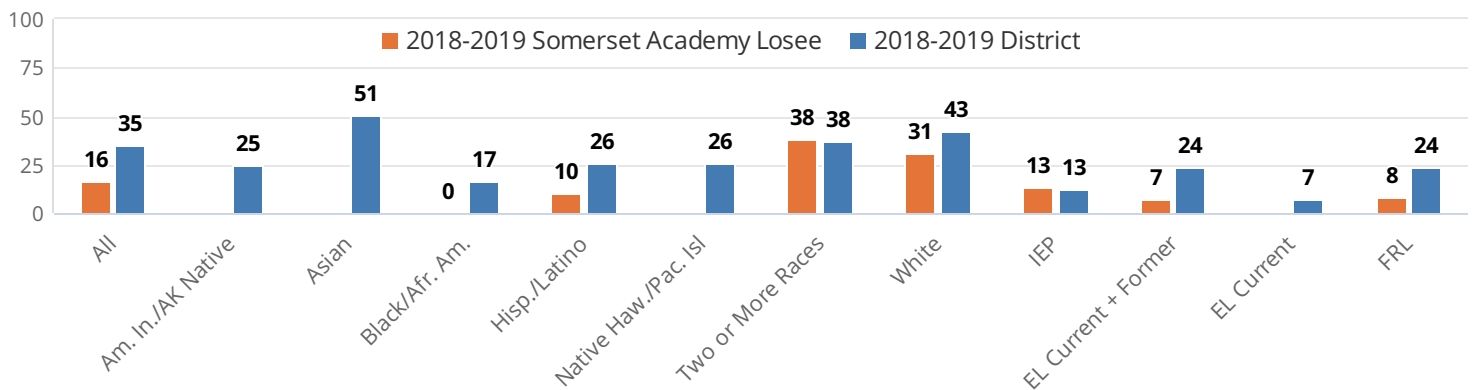
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	16.1	34.7	35	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	0	16.6	21.4	14.6
Hispanic/Latino	10	25.8	25	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	38.3	37.6	40	46.6
White/Caucasian	30.6	42.7	46.3	43.8
Special Education	13.3	12.5	20	19.4
English Learners Current + Former	7	24.1	20	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	8	23.8	21.2	17.3

Science Assessments  
% Proficient





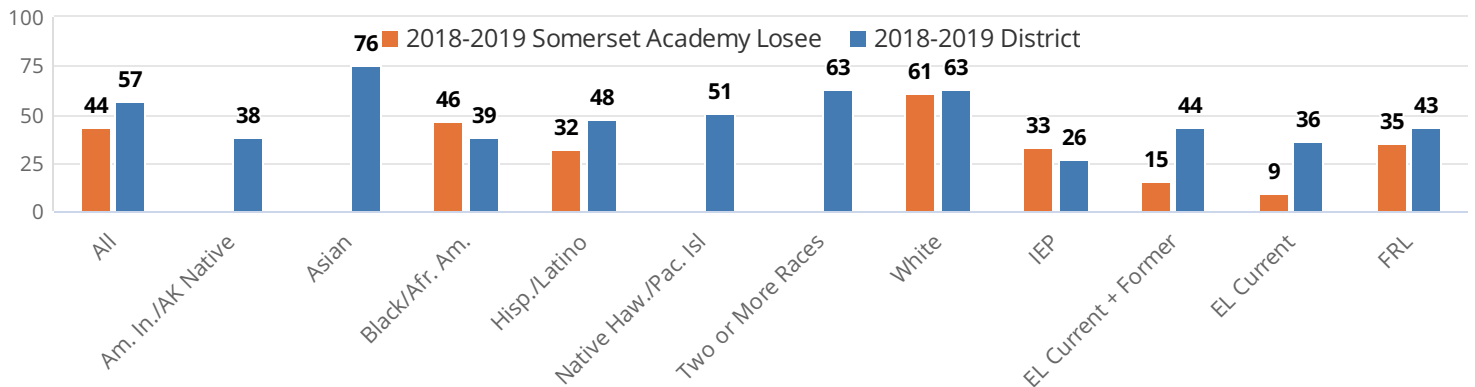
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 3/5**

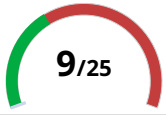
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	43.6	56.7	40.9	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	46.1	38.5	40	34.2
Hispanic/Latino	31.5	47.5	34.6	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	60.7	62.6	41.6	62.6
Special Education	33.2	26.3	20.6	29.4
English Learners Current + Former	15.3	43.6	21.4	33
English Learners Current	9	36.1	18.1	21.8
Economically Disadvantaged	35	43.2	32.3	37.5

**Read by Grade 3 % Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	50.8	40
1st Grade	50.4	44
Kindergarten	-	-



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 3/10 ELA MGP Points Earned: 4/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	41	55	45	52	57.5	53	47	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	74	61.5	50	62
Black/African American	36	48	35	43.5	54	45	43	44
Hispanic/Latino	35	54	43	51	58	49	45	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	38.5	53	60.5	50	55	53	52	51.5
White/Caucasian	51.5	57	49.5	54	55.5	55	44.5	49
Special Education	48	51	36	42	48	49	31.5	40.5
English Learners Current + Former	30	59	43	53	60	49	53	52
English Learners Current	32	56	29	49	48	43.5	36	44
Economically Disadvantaged	44	53	44	47	57	46	46.5	46

## AGP Growth Data

Math AGP Points Earned: 3/7.5 ELA AGP Points Earned: 3.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	32.3	49.7	48	59.7	47.1	48.6	45	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	72.7	69.9	72.7	70.7
Black/African American	11.5	30.1	26.8	43.5	34.2	28.8	34.2	41.3
Hispanic/Latino	23.3	43	42.8	54.2	46.3	37.8	43.2	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	45	50.2	65	59.3	57.1	51.2	57.1	60.7
White/Caucasian	48.3	56.1	57.5	65	48.6	53.7	45.9	58.7
Special Education	27	28.3	32.3	34.5	21.7	29.5	17.3	30.5
English Learners Current + Former	10.3	43.8	34.3	48.1	44	35.2	44	44.6
English Learners Current	9	34.7	18.1	37.6	0	23.3	18.1	32.2
Economically Disadvantaged	22.1	38.2	44.3	47.7	40.5	29.8	36.4	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



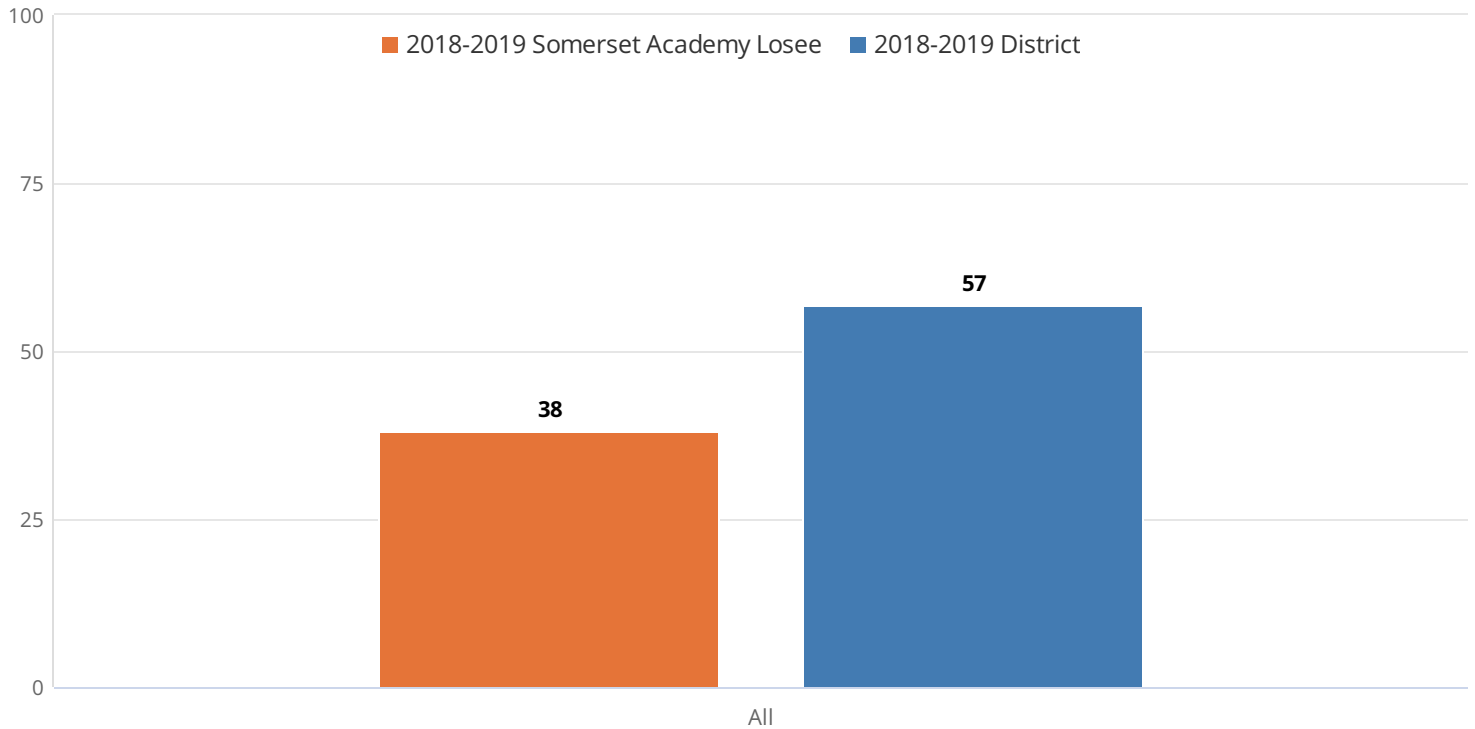
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

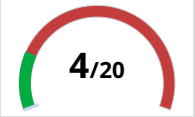
English Language Points Earned: 10/3

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	42	38	56.7	31	35.4	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

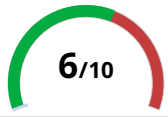


## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 1/10      ELA AGP Points Earned: 3/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	12.4	27.8	33	39.2	30	27	26.8	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	0	20	11	26.5	30.4	16.5	20	30.3
Hispanic/Latino	10	26	32.2	37	29.4	22.6	30.6	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	22.5	32.2	46.7	45.7	29.4	31.5	22.2	38.7
Special Education	10.3	16.3	20	22.3	0	15.5	10	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	38.8	N/A	30.7	N/A
English Learners Current	5	24.1	16.6	31.6	18.1	16.8	-	31.3
Economically Disadvantaged	10.5	23	33.7	32.2	26.1	20	23.5	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

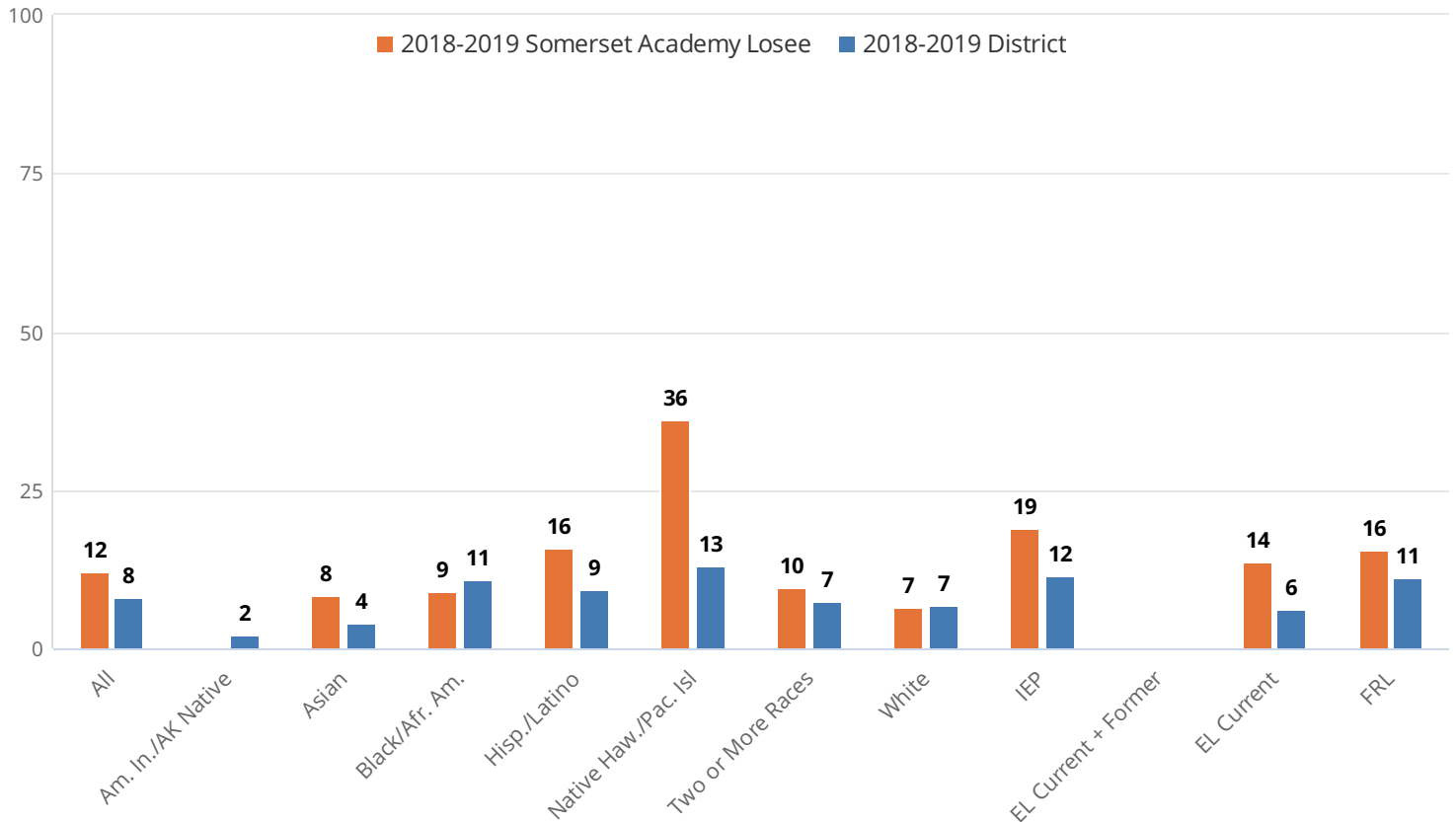
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 6/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	12	8	8.6	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	8.3	4.2	3.3	4.9
Black/African American	9	11	11.6	14.5
Hispanic/Latino	15.8	9.4	8.5	11.5
Pacific Islander	36.2	13	25	12.6
Two or More Races	9.8	7.4	6.5	9
White/Caucasian	6.5	6.9	7.6	9
Special Education	19.1	11.5	12	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	13.8	6.2	2.6	10.4
Economically Disadvantaged	15.5	11.1	11.4	15.9

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.






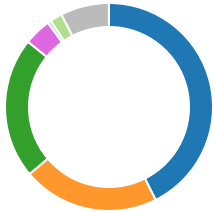
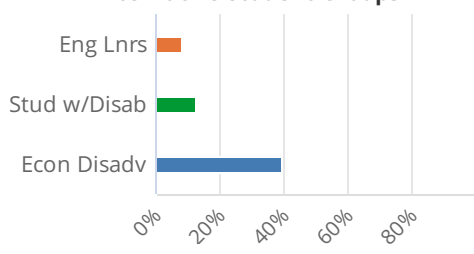


An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Math Proficiency											
ELA Proficiency										X	
Science Proficiency											
Read-By-Grade-3											
Math MGP										X	
ELA MGP											
Math AGP				X						X	X
ELA AGP				X					X	X	
Math Opportunity Gaps					X				X		X
ELA Opportunity Gaps									X		
Chronic Absenteeism											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.

<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4650 Losee Road North Las Vegas, NV 89081</p>	 <p><b>29.4</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>21.1% White</li> <li>21.8% BI/Afr Am</li> <li>42.3% Hisp/Latino</li> <li>4.2% Asian</li> <li>0.5% Am Ind/AK Nat</li> <li>1.9% Pac Isl</li> <li>7.5% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>38.1</td> <td>NR</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	38.1	NR	2016-2017	N/A	N/A	<p><b>Alternative Student Groups</b></p>  <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score	Star Rating									
2017-2018	38.1	NR									
2016-2017	N/A	N/A									

### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention.

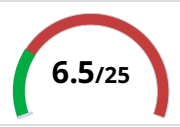
### How are school star ratings determined?

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?

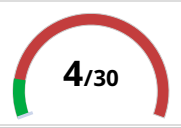
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

### 2018-2019 School Performance



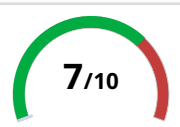
**Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	18.5	25.8
ELA Proficiency	31.6	53.8
Science Proficiency	14.6	28.8




**Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	70.4	70.0
5-Year	N/A	69.0




**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	12.5	24.3



**College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	39.7	46.2
Post-Secondary Preparation Completion	4.4	32.8
Advanced or CCR Diploma	48.0	29.6



**Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	90.5	90.7
Chronic Absenteeism	14.4	10.3
Climate Survey Participation	84.1	N/A

Climate Survey Participation is not a point-earning measure.  
Graduation and diploma rates are based on the class of 2017-18.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

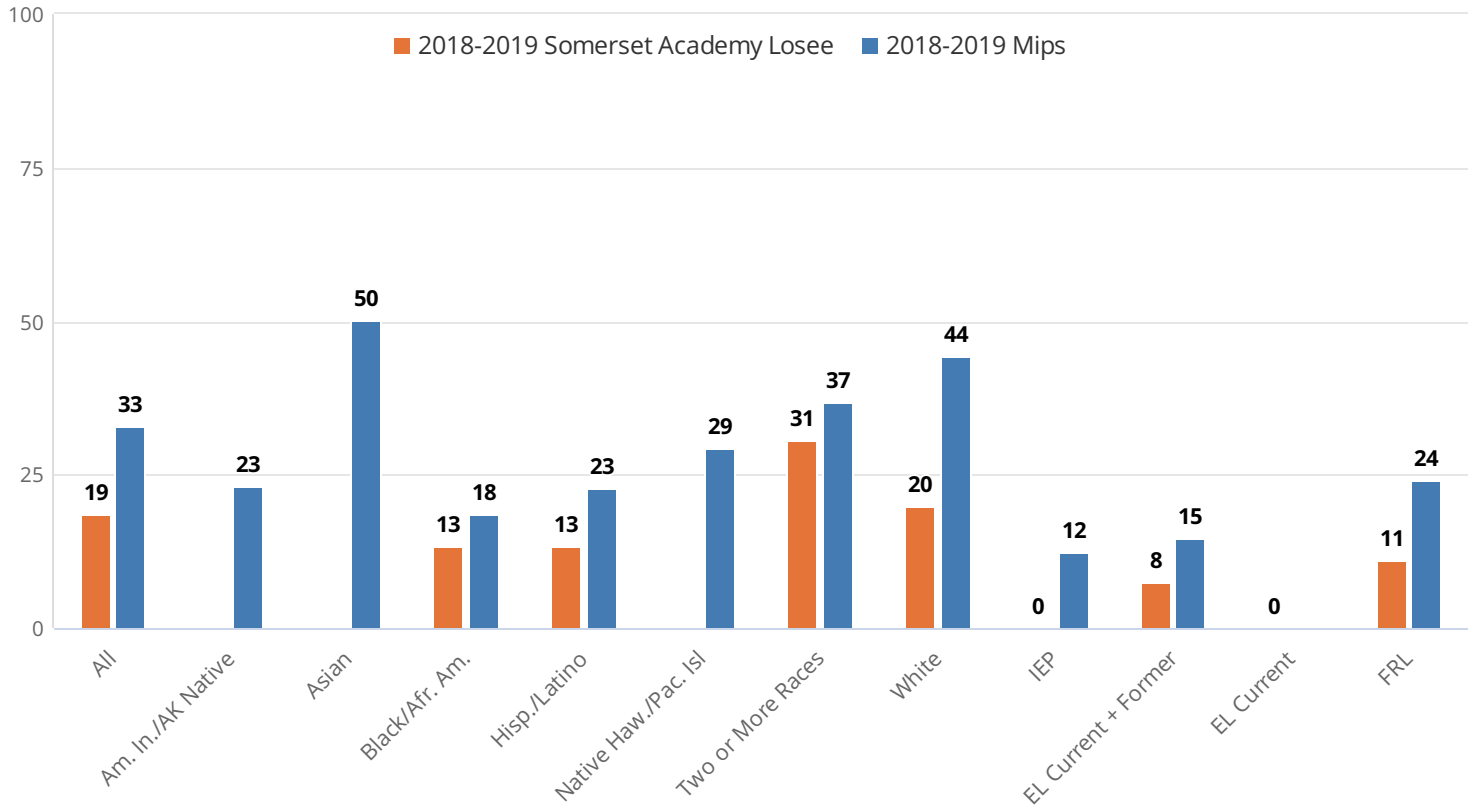
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math Proficient**

**Math Proficient Points Earned: 3/10**

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

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



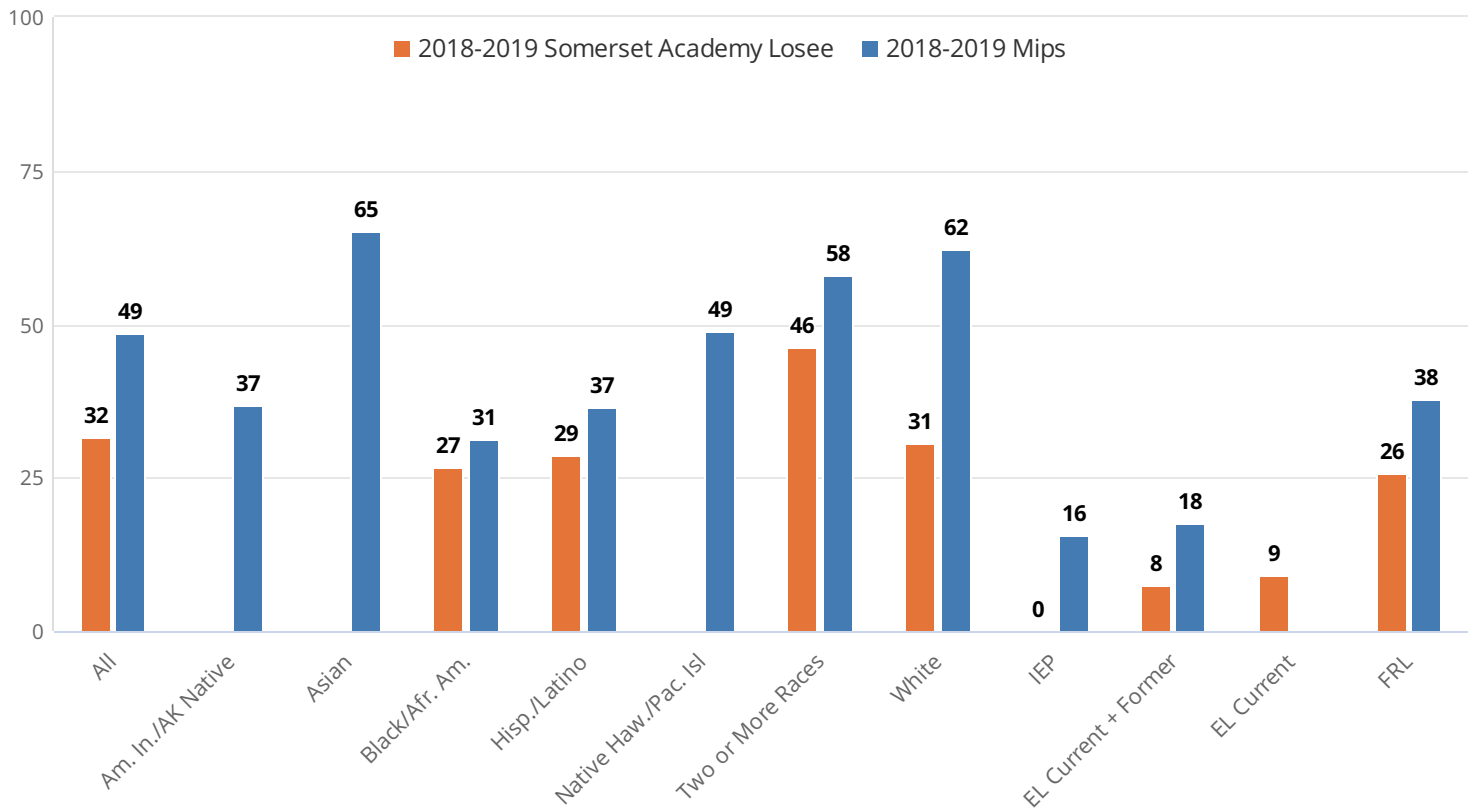
**Academic Achievement**

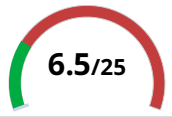
**ELA Proficient**

**ELA Proficient Points Earned: 3/10**

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

**ELA Assessments  
% Proficient**





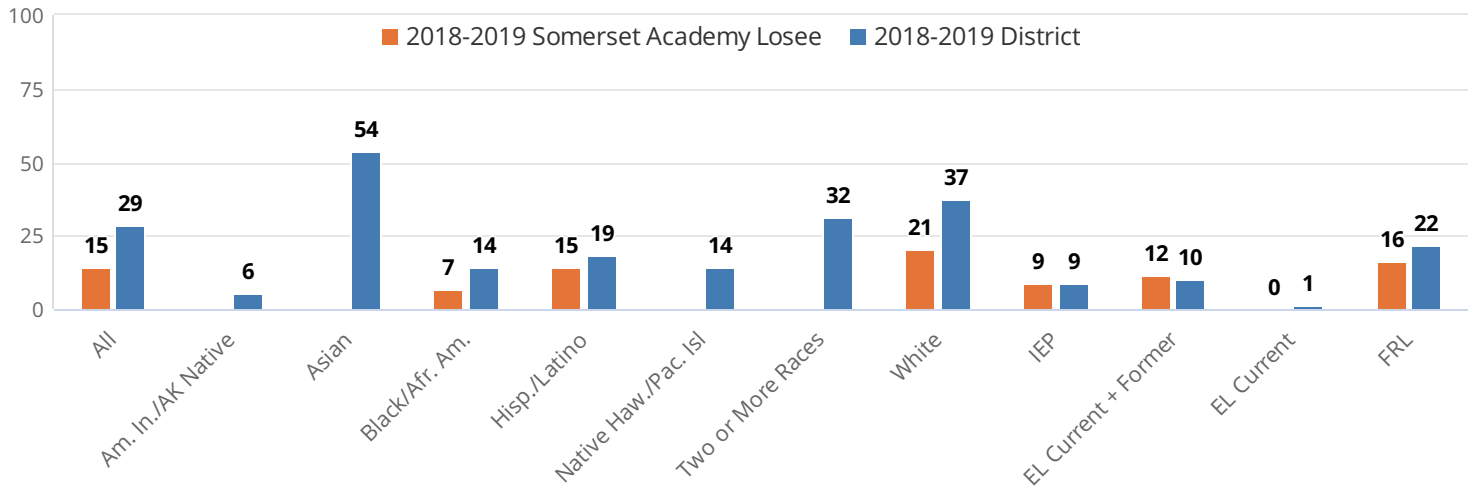
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 0.5/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	14.6	28.8	5	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	6.7	14	-	18.7
Hispanic/Latino	14.6	18.5	-	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	20.5	37.2	-	39.7
Special Education	8.8	9	-	12.9
English Learners Current + Former	11.5	9.9	-	8.5
English Learners Current	0	1.1	-	4.1
Economically Disadvantaged	16.3	21.8	-	26.4

**Science Assessments  
% Proficient**



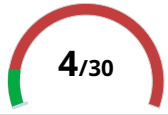
**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

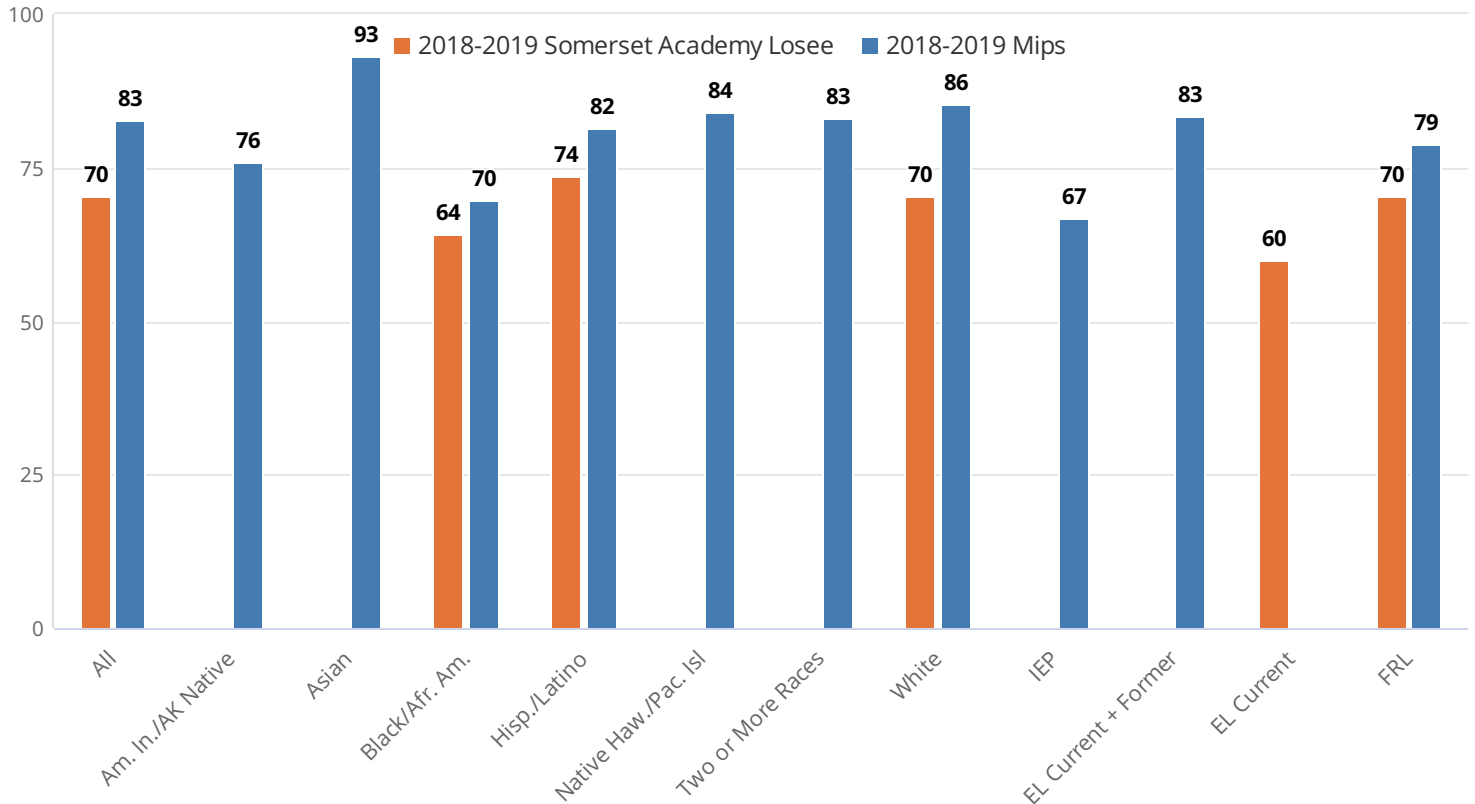
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

**4-Year ACGR Data**

**4-Year ACGR Points Earned: 4/25**

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	70.4	70	82.6	N/A	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	N/A	35.2	73.9
Asian	-	82.7	93.3	N/A	84.1	93.1
Black/African American	64.2	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	73.5	68.9	81.5	N/A	59.5	79.7
Pacific Islander	-	63.2	83.9	N/A	46.6	82.3
Two or More Races	-	68.9	83	N/A	66.3	81.3
White/Caucasian	70.2	71.9	85.5	N/A	68.6	84.2
Special Education	-	61.7	66.9	N/A	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	60	68.4		N/A	62.2	
Economically Disadvantaged	70.2	65	78.7	N/A	56.5	76.8

**Graduation Rates**  
4-year ACGR







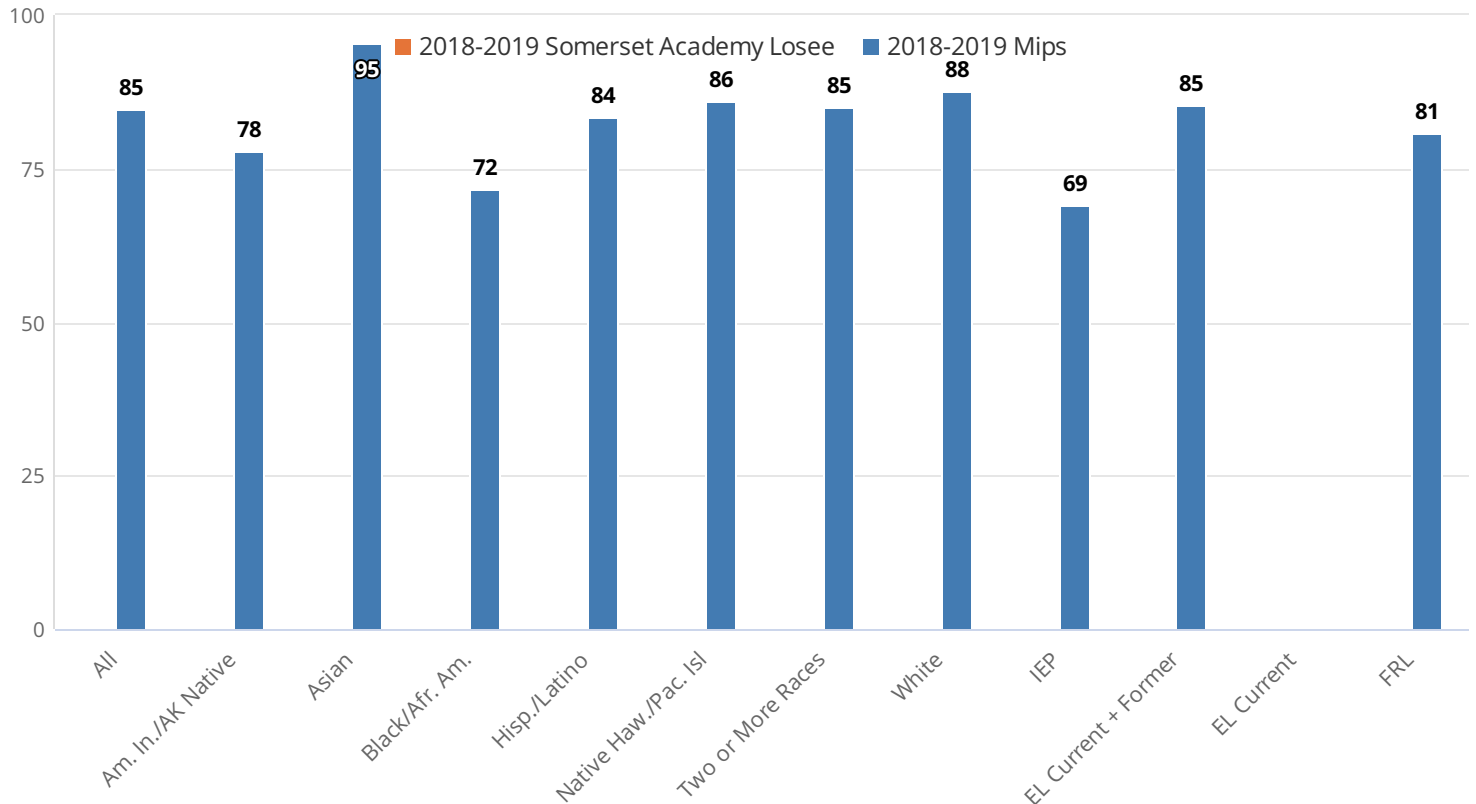
Graduation Rates

5-Year ACGR Data

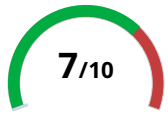
5-Year Cohort Graduation Points Earned: NA/5

Groups	2018		2017			
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52	85.9	N/A	69.2	84.3
Two or More Races	N/A	72	85	N/A	54.2	83.3
White/Caucasian	N/A	71	87.5	N/A	68.1	86.2
Special Education	N/A	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64		N/A	52	
Economically Disadvantaged	N/A	61.3	80.7	N/A	58.5	78.8

Graduation Rates  
5-year ACGR



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



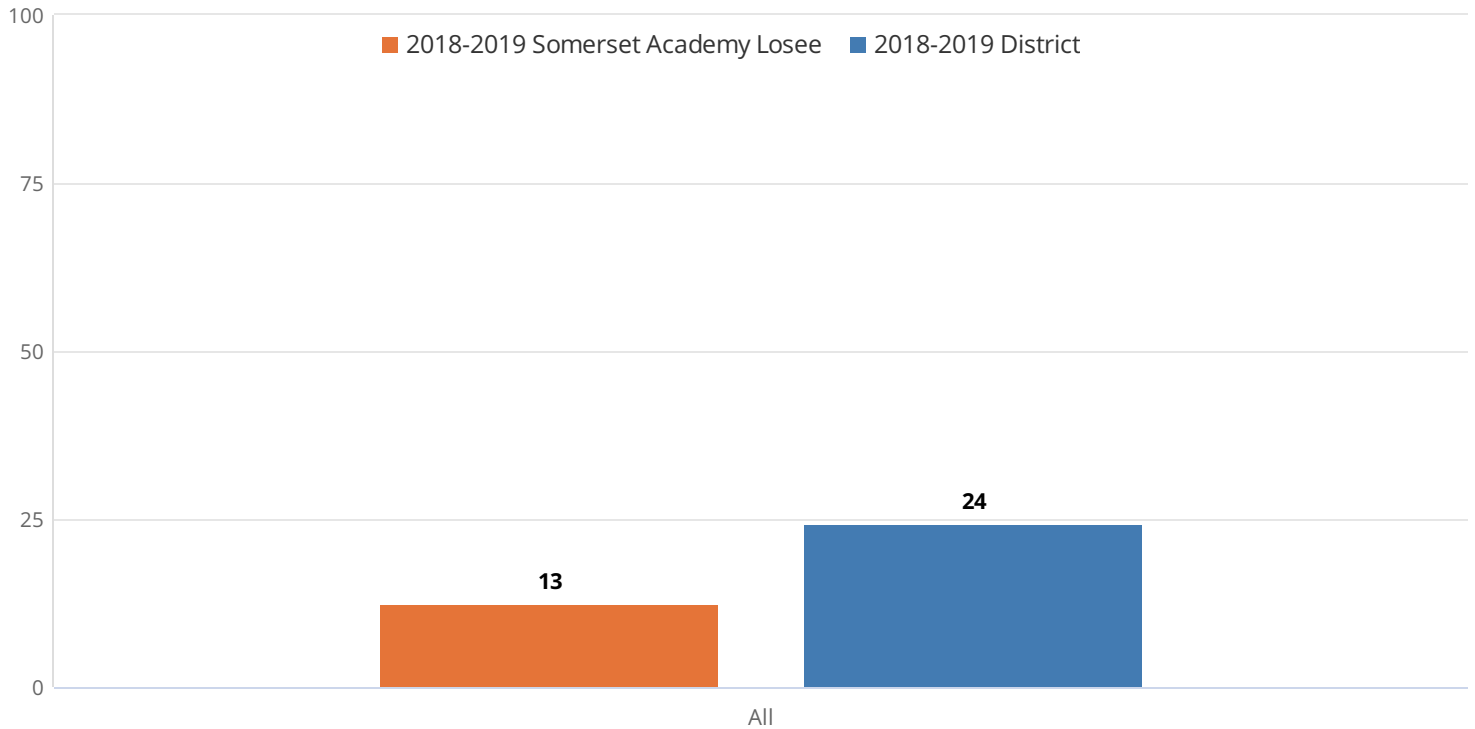
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 7/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	40	12.5	24.3	35	17.1	26.8

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

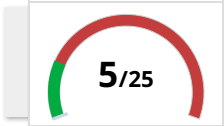
Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

### Post-Secondary Preparation Participation Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	39.7	46.2	52	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	18.6	27.5	-	25.6
Hispanic/Latino	53.5	48.6	28.5	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	28.5	46.2	57.8	37.6
Special Education	9	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	20	40	-	28.1

### Post-Secondary Preparation Completion Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	4.4	32.8	12	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	0	20.1	-	13.1
Hispanic/Latino	10.6	30.8	0	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	0	33.2	26.3	25.6
Special Education	0	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	0	28.8	-	18



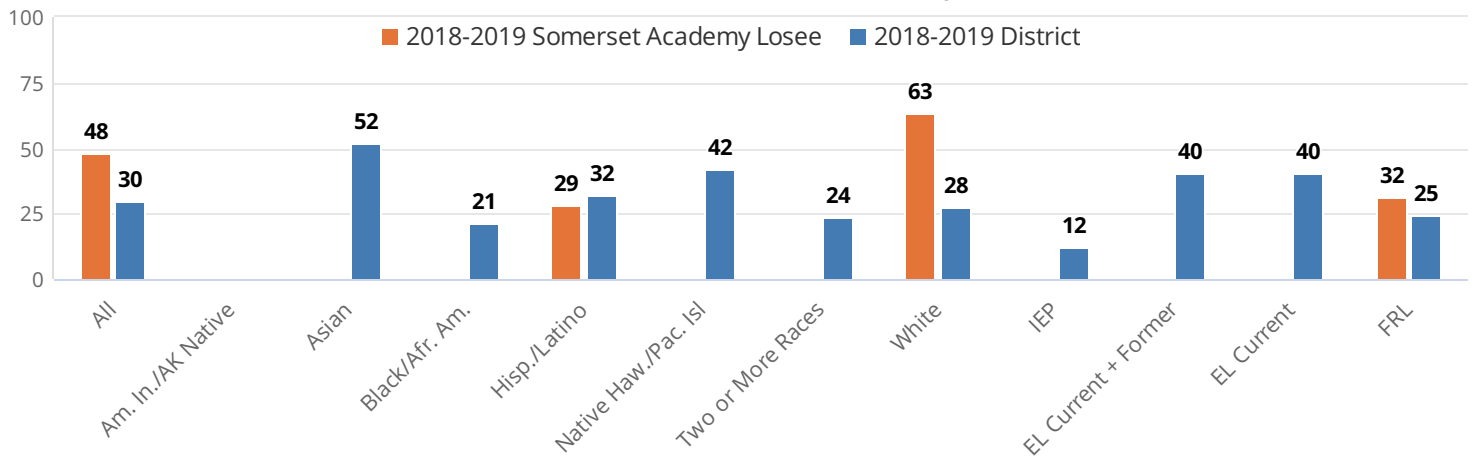
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	48	29.6	N/A	23.4
American Indian/Alaska Native	-	-	N/A	-
Asian	-	52.2	N/A	46.2
Black/African American	-	21.3	N/A	20
Hispanic/Latino	28.5	32.2	N/A	14.8
Pacific Islander	-	42.1	N/A	14.2
Two or More Races	-	23.8	N/A	27.9
White/Caucasian	63.1	27.5	N/A	24.5
Special Education	-	12.3	N/A	9.8
English Learners Current + Former	-	40.3	N/A	27.5
English Learners Current	-	40.3	N/A	27.5
Economically Disadvantaged	31.5	24.6	N/A	18.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	39.7	4.4	0	4.4	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	18.6	0	0	0	0	0	0	0
Hispanic/Latino	53.5	10.6	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	28.5	0	0	0	0	0	0	0
Special Education	9	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	0	0	0	0	0	0	0

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



**Student Engagement**

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

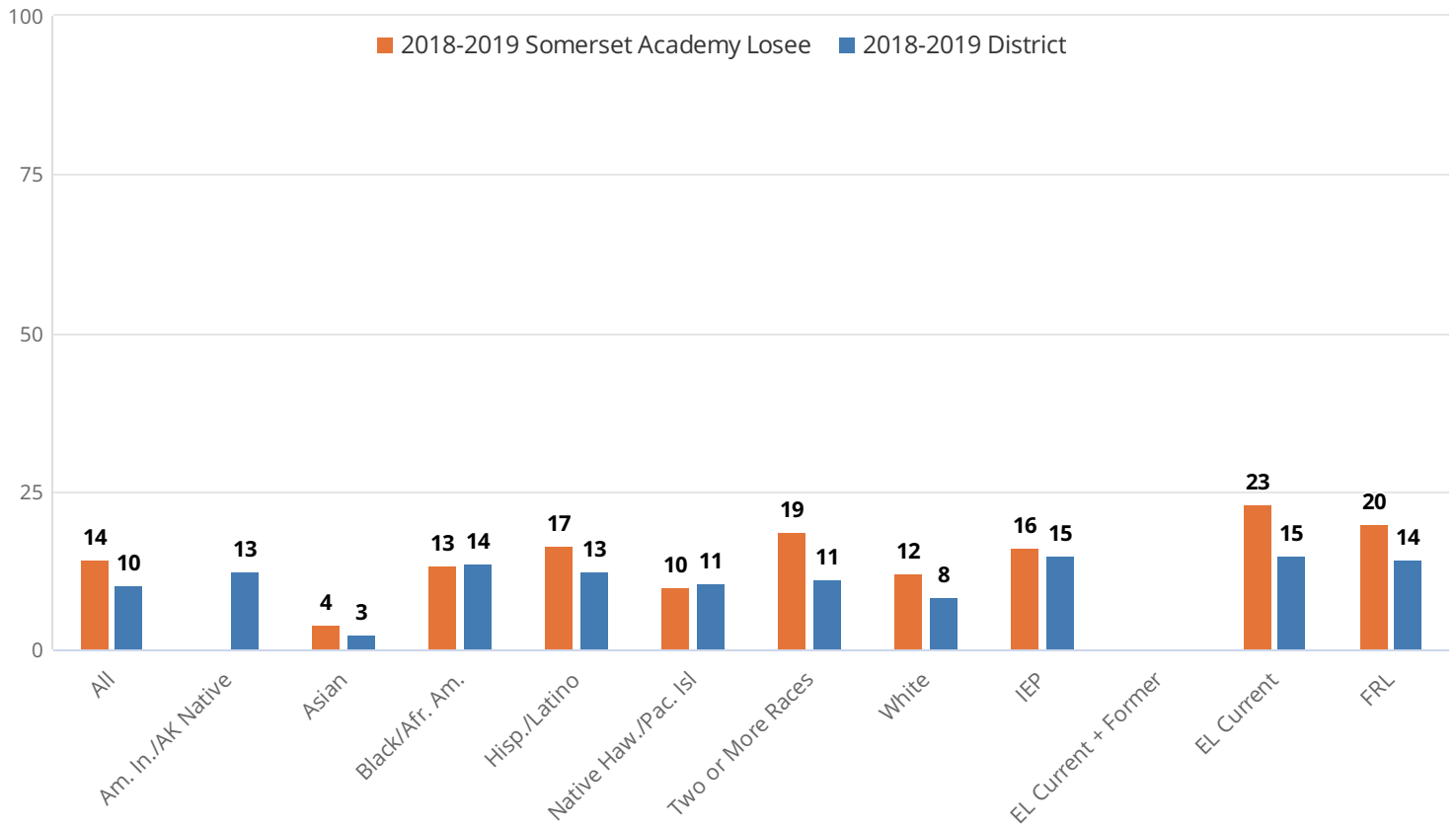
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 2.5/5**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	14.4	10.3	14.9	21
American Indian/Alaska Native	-	12.6	-	30
Asian	4	2.6	0	11.9
Black/African American	13.3	13.8	11.2	27
Hispanic/Latino	16.5	12.5	17.9	24.2
Pacific Islander	10	10.5	0	25
Two or More Races	18.6	11.1	13.1	20.7
White/Caucasian	12.3	8.4	16.9	18.3
Special Education	16.1	15.1	16	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	23	15	20	29.3
Economically Disadvantaged	19.8	14.3	13.8	27.7

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





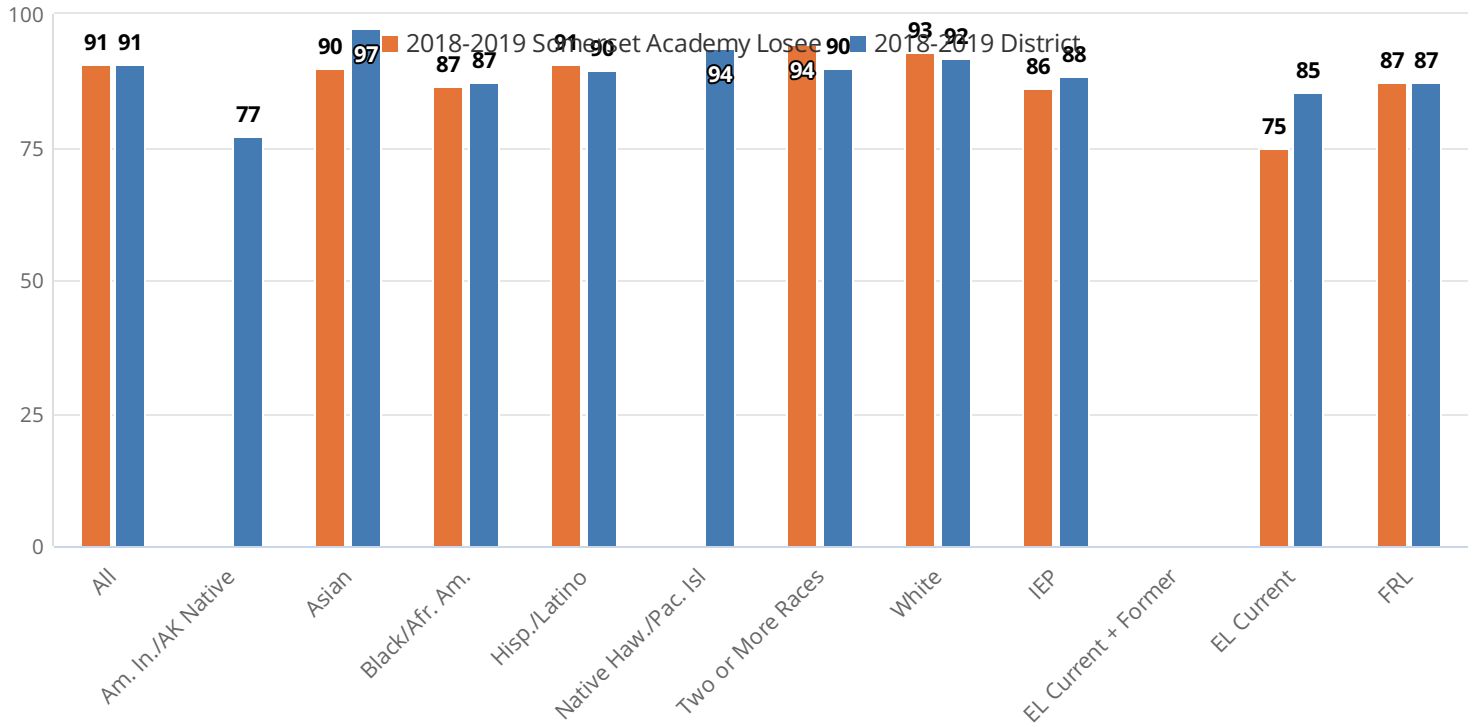
**Student Engagement**

**9<sup>th</sup> Grade Credit Sufficiency**


**9<sup>th</sup> Grade Credit Sufficiency Points Earned 3/5**

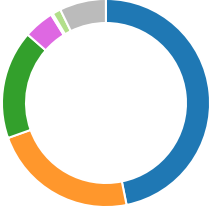
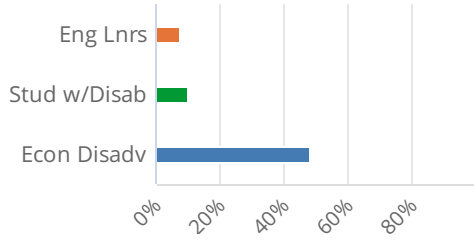
Groups	2019 % 9 <sup>th</sup> Grade Credit Sufficiency	2019 % 9 <sup>th</sup> Grade Credit Sufficiency District	2018 % 9 <sup>th</sup> Grade Credit Sufficiency	2018 % 9 <sup>th</sup> Grade Credit Sufficiency District
All Students	90.5	90.7	86.5	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	90	97.2	100	94.7
Black/African American	86.5	87.2	88.3	82.6
Hispanic/Latino	90.7	89.5	83.3	87
Pacific Islander	-	93.7	100	86.4
Two or More Races	94.4	89.7	84.6	88.6
White/Caucasian	93	91.7	87.7	87.8
Special Education	86.2	88.2	89.2	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	75	85.4	85.9	82.4
Economically Disadvantaged	87.2	87.2	85.9	82.4

**% of Students Meeting 9<sup>th</sup> Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4650 Losee Road North Las Vegas, NV 89081</p>	 <p><b>35.5</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>TSI/ATSI</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>22.6% White</li> <li>16.8% Bl/Afr Am</li> <li>46.6% Hisp/Latino</li> <li>4.7% Asian</li> <li>0.3% Am Ind/AK Nat</li> <li>1.3% Pac Isl</li> <li>7.2% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>53.5 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	53.5 ★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	53.5 ★★							
2016-2017	N/A N/A							

### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

### 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?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

**TSI/ATSI designation:** This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

### 2018-2019 School Performance

**Academic Achievement Indicator**

**10/25**

Measure	School Rate	District Rate
Pooled Proficiency	33.6	50.2
Math Proficiency	23.1	42.6
ELA Proficiency	43.7	59.6
Science Proficiency	34.5	44.7

**Student Growth Indicator**

**8.5/30**

Measure	School Median	District Median
Math MGP	36	58
ELA MGP	40	56

	School Rate	District Rate
Met Math AGP Target	20.6	44.3
Met ELA AGP Target	44.7	61.3

**English Language Proficiency Indicator**

**1/10**

Measure	School Rate	District Rate
Met EL AGP Target	8.5	38.3

**Closing Opportunity Gaps Indicator**

**3/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	7.9	21.8
Math AGP Target		
Prior Non-Proficient Met	16.8	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

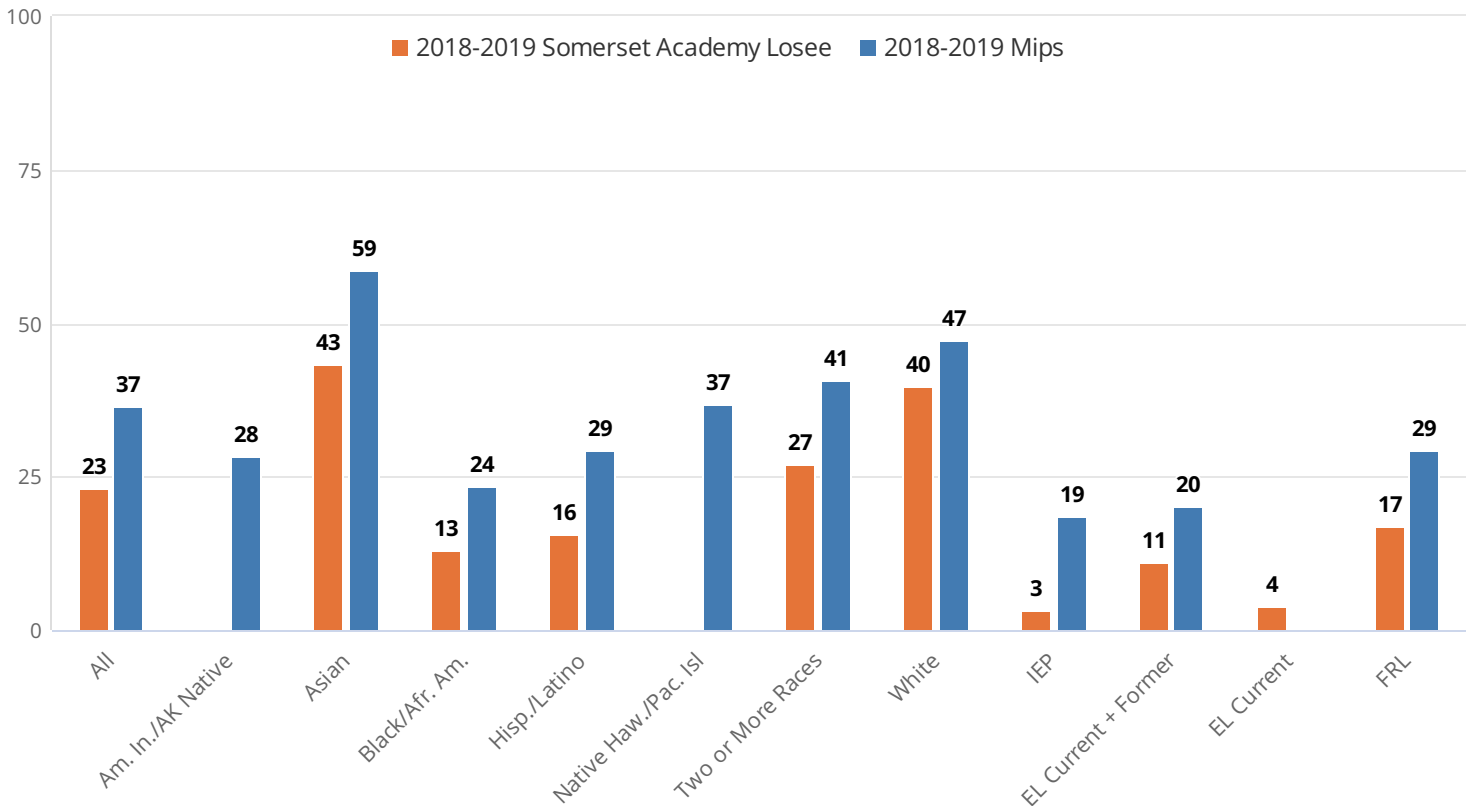
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency	Pooled Proficiency Points Earned: 10/25			
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	33.6	50.2	36.5	46.3

**Math Proficient**

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

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



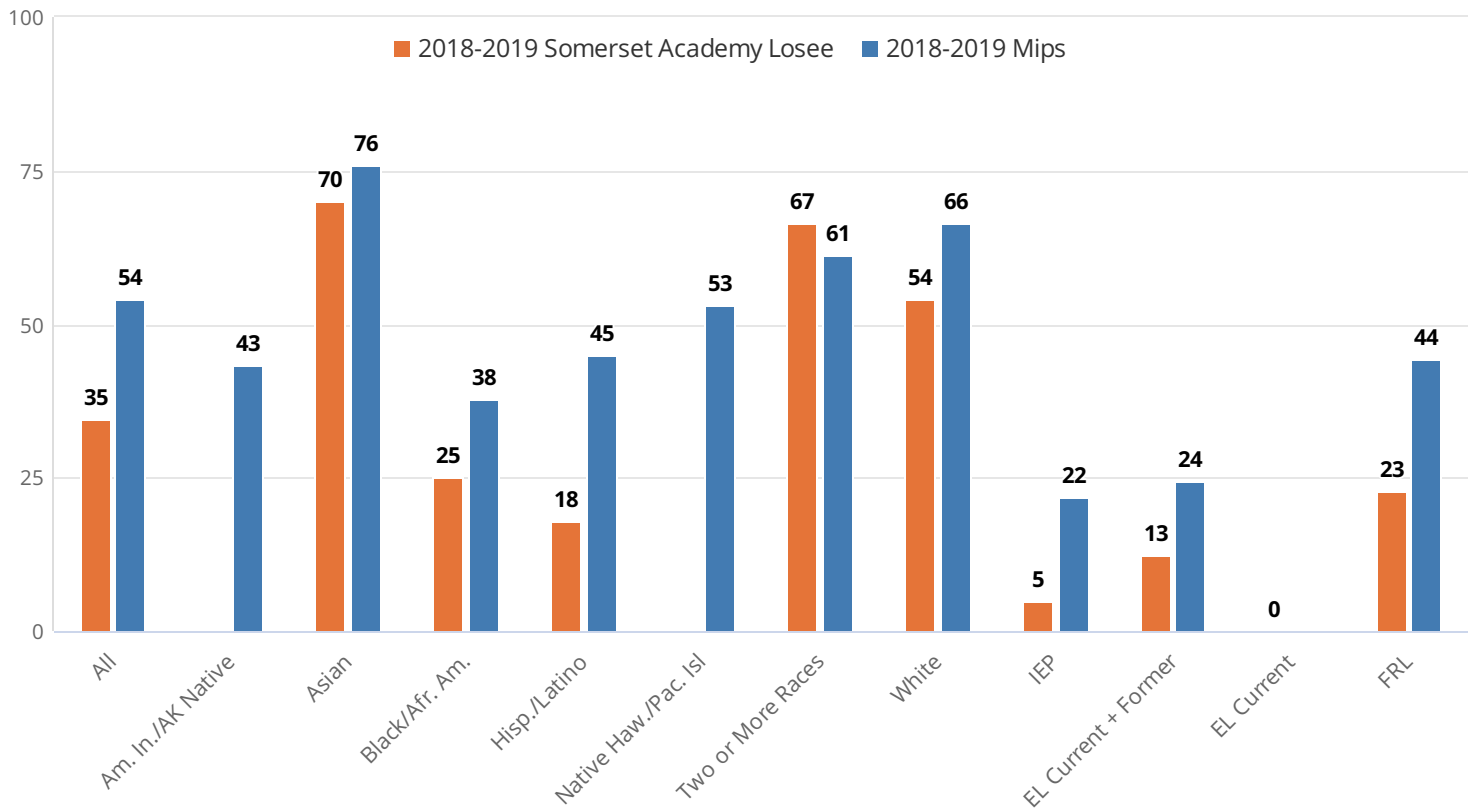


**Academic Achievement**

**ELA Proficient**

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

**ELA Assessments  
% Proficient**



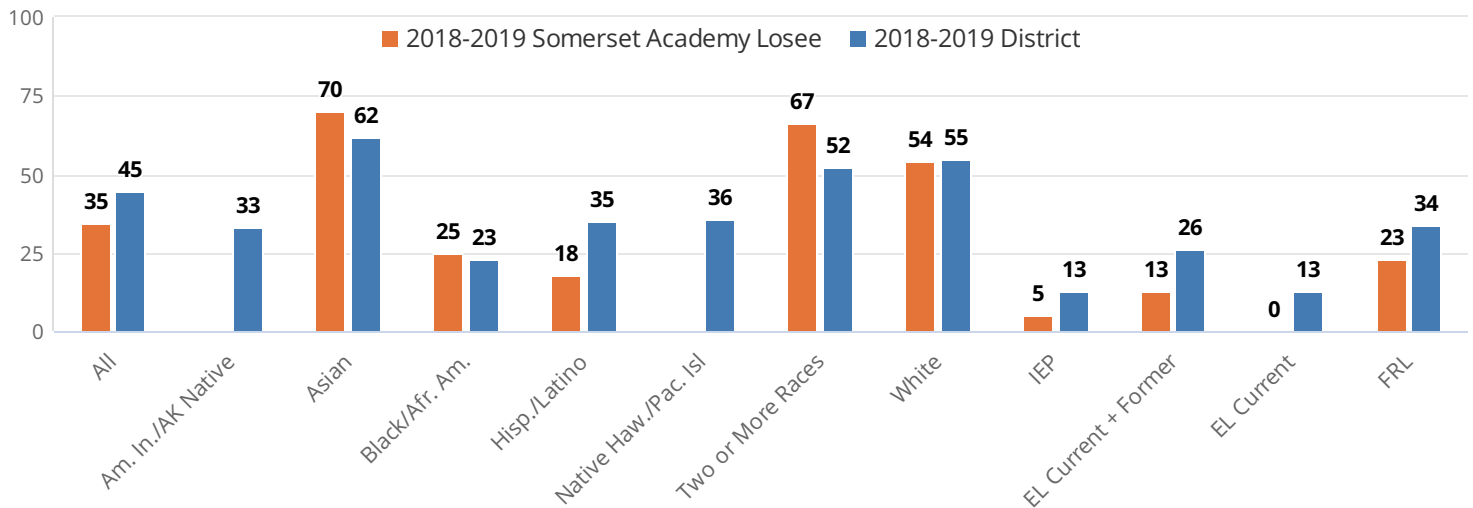


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	34.5	44.7	39.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	70	62	-	62.2
Black/African American	25	23.1	24.3	25
Hispanic/Latino	17.8	35.2	30	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	66.5	52.2	72.7	51.6
White/Caucasian	54.1	54.5	60	54
Special Education	5	13	13.6	14.6
English Learners Current + Former	12.5	26	30	25.7
English Learners Current	0	12.6	8.3	9.3
Economically Disadvantaged	22.8	33.7	33.8	30.7

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	94.2%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 2/10 ELA MGP Points Earned: 3/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	36	58	40	56	37	52	47	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	36	63	41	57	31.5	62	63	62
Black/African American	37.5	53	40	51	33.5	45	44.5	50.5
Hispanic/Latino	37.5	59	39.5	57	40.5	54	45.5	52
Pacific Islander	-	63	-	57	42.5	51.5	41	49.5
Two or More Races	28.5	56	40	54	33	53	49	55
White/Caucasian	32	58	43	56	36	49	46	53
Special Education	41	55	29.5	55	25.5	44	46.5	50
English Learners Current + Former	30	64	39	64	42.5	59	49	54
English Learners Current	30	61	35	62	40	57	60	53
Economically Disadvantaged	35	59	39	57	38	53	41	52

## AGP Growth Data

Math AGP Points Earned: 1.5/5 ELA AGP Points Earned: 2/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	20.6	44.3	44.7	61.3	24.1	37.7	46.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	42.2	65.9	69.2	78.5	35	66.5	70	78
Black/African American	12.6	27.5	31.8	44.2	12.1	20.1	37.7	39.5
Hispanic/Latino	14.6	35.5	37.7	53.6	17.1	30.1	38.5	47.2
Pacific Islander	-	47.2	-	59.7	40	35.3	50	53.1
Two or More Races	19	47.1	52.2	66.2	31.5	42.7	57.8	61.3
White/Caucasian	33.2	51.8	60.2	68.4	37.5	44	58.5	62.2
Special Education	3.5	16.8	5	25.3	10.2	14.5	22	23.6
English Learners Current + Former	10.9	32.7	34.2	48.3	23	31.3	42.3	40
English Learners Current	2.7	17.3	16.1	28.1	7.4	14.8	25.9	20.1
Economically Disadvantaged	16.6	33.3	33.7	50.3	20.1	25.8	38.7	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



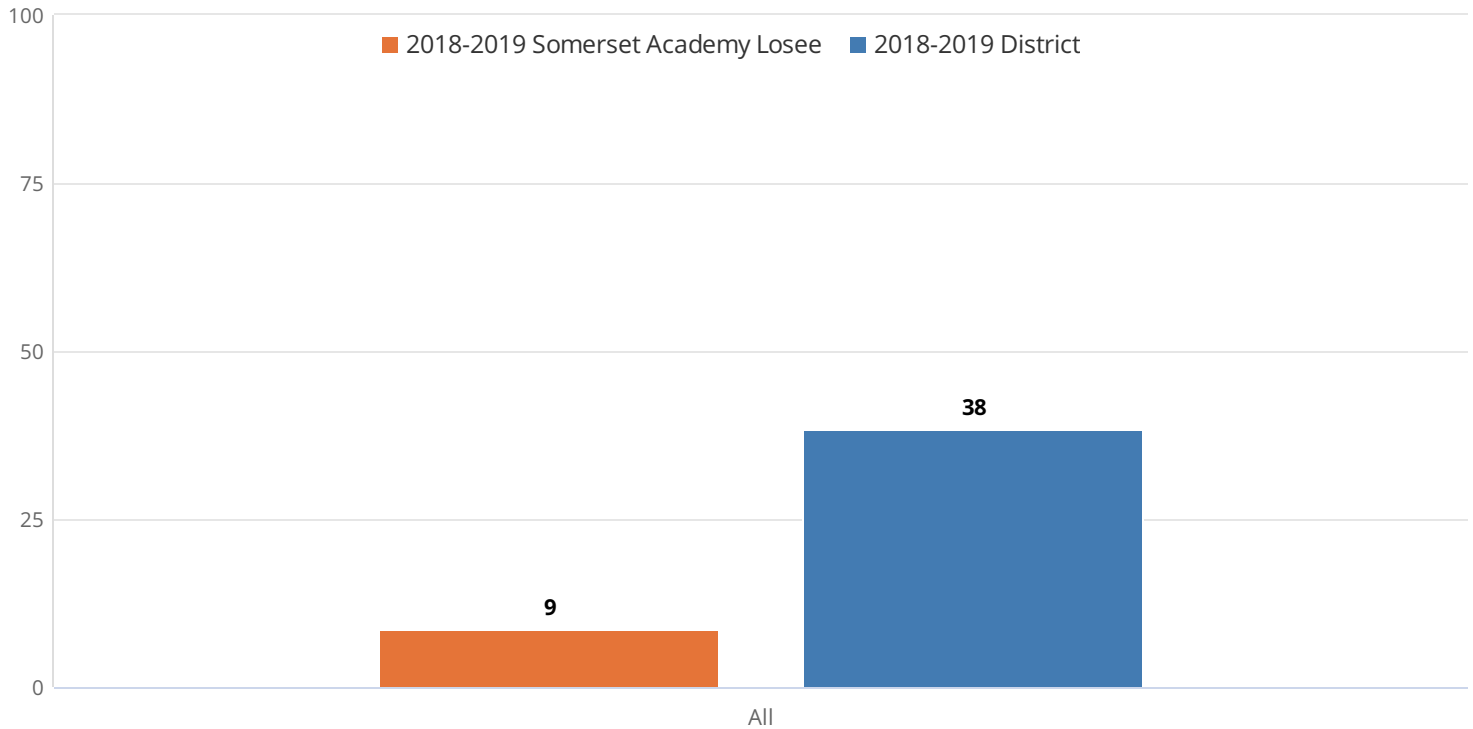
**English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**English Language Points Earned: 1/10**

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	23	8.5	38.3	25	28	32.4

**% English Learners Meeting AGP on WIDA**



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

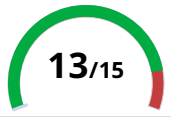


## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 1/10      ELA AGP Points Earned: 2/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	7.9	21.8	16.8	32.7	9.8	19	27.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	7.5	28.6	-	40.2	0	35.6	-	44.6
Black/African American	4.2	15	13.6	22	1.6	10.9	22.9	23.3
Hispanic/Latino	6.2	21.5	12.5	31.1	11.1	17.1	24.1	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	3.7	19.8	20	32.8	23.8	21	23	32
White/Caucasian	16.8	24.8	28.8	38.3	10.7	21.5	32.6	33.2
Special Education	0	9.6	1.8	16.8	1.9	6.4	8.6	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	11.7	N/A	28.9	N/A
English Learners Current	0	12.5	6.7	22.1	6.9	13.8	26	16.8
Economically Disadvantaged	5.2	19.5	11.3	29.1	7	16	18.9	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

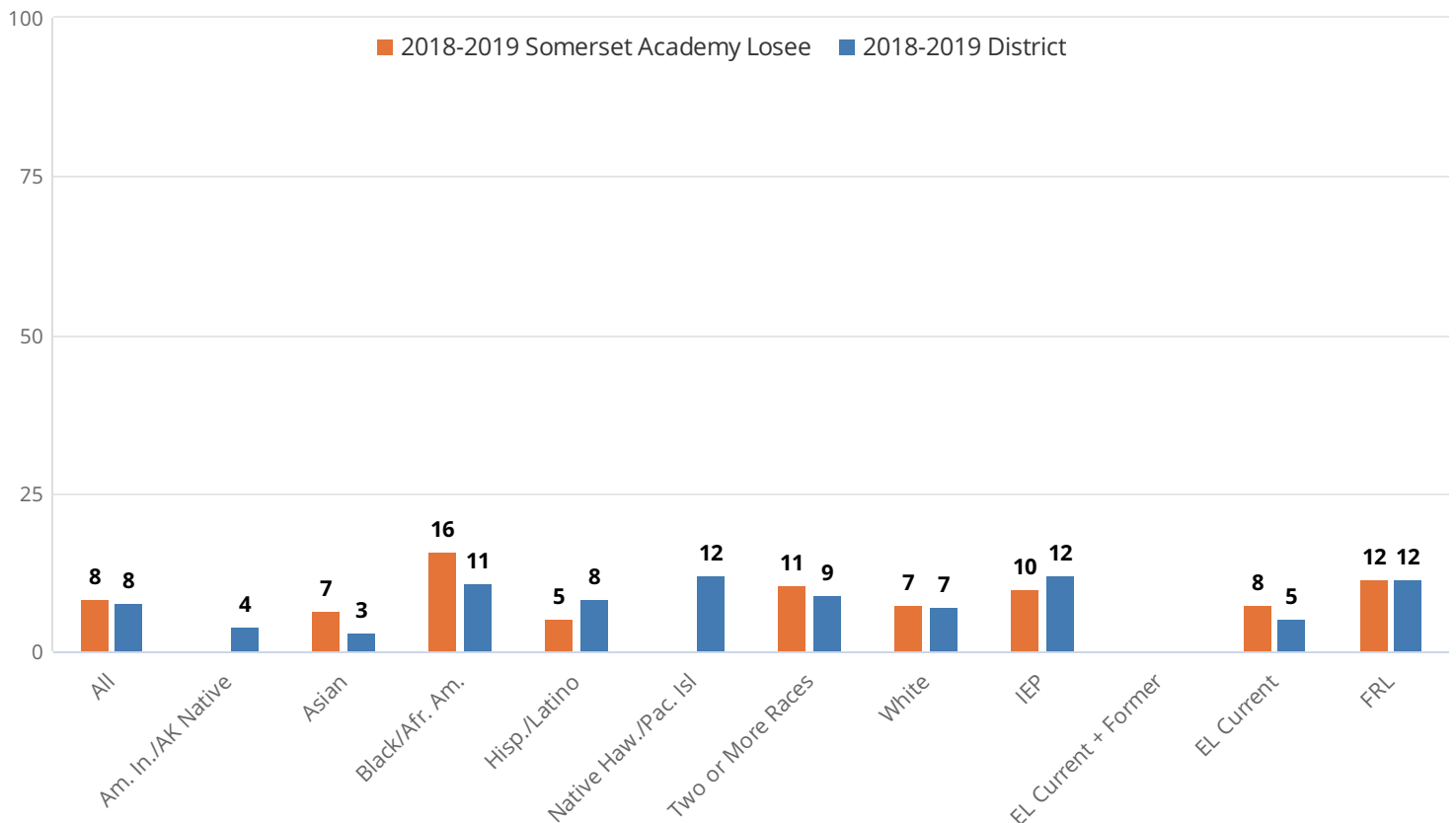
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 8/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.3	7.9	7.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	6.5	3	18.1	3.6
Black/African American	16	11	7.8	12.9
Hispanic/Latino	5.4	8.4	6.4	11.7
Pacific Islander	-	12	30	11.9
Two or More Races	10.5	8.9	12.1	12
White/Caucasian	7.4	7.2	5.4	10.9
Special Education	10	12.1	6.8	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.5	5.2	2.9	8.5
Economically Disadvantaged	11.5	11.5	8	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

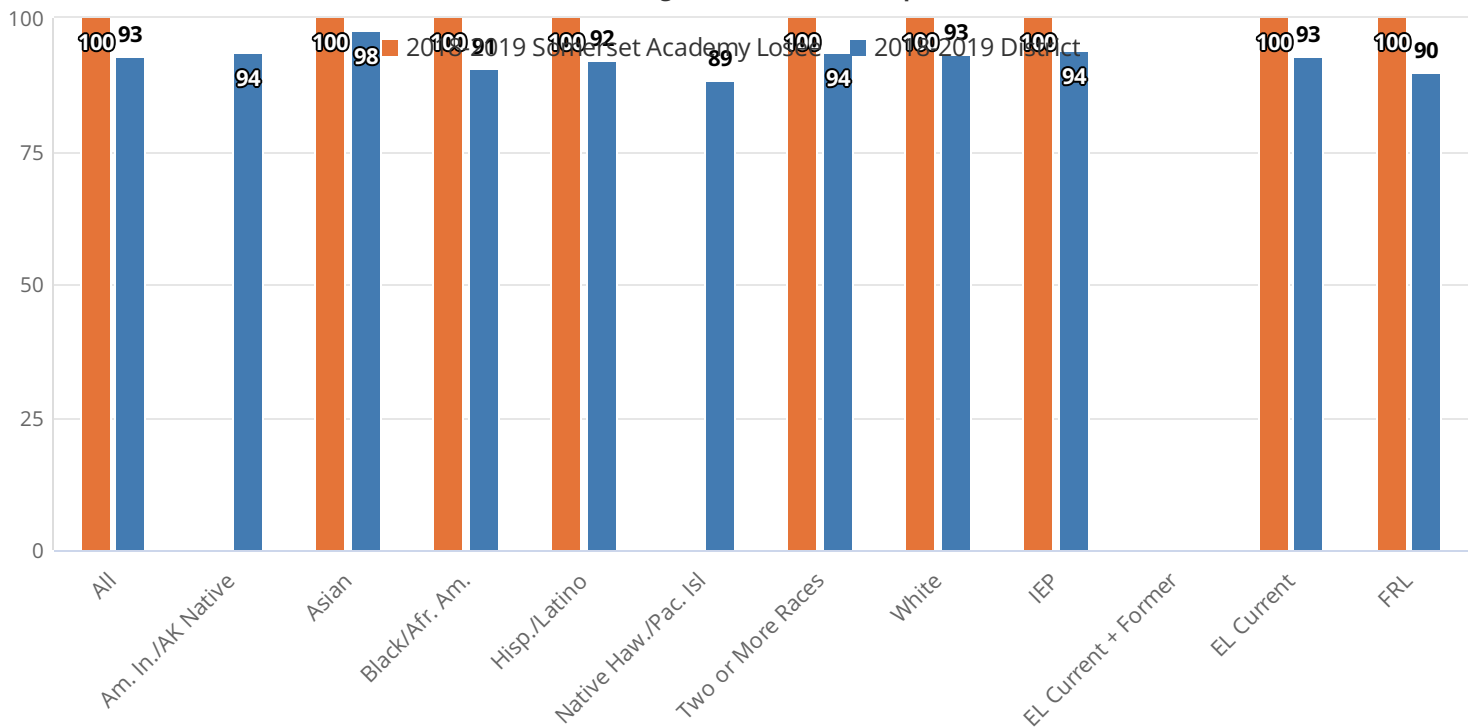
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	99.4	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	100	99.5	98.7	97.5
Pacific Islander	-	99.5	100	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	98.4	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	98.3	98.2
Economically Disadvantaged	100	99.4	98.3	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 3/3**

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	98.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	100	97.9	-	99.4
Black/African American	100	90.5	100	85.4
Hispanic/Latino	100	92.2	95.9	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	100	93.7	100	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	100	93.9	95.4	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	92.7	95.1	85.6
Economically Disadvantaged	100	89.7	95.1	85.6

**% of Students Meeting 8th Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.





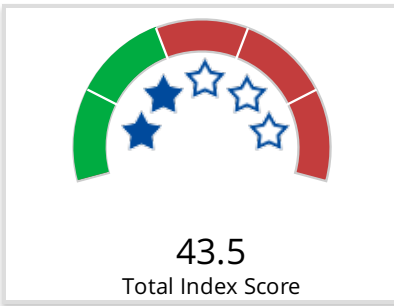


An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

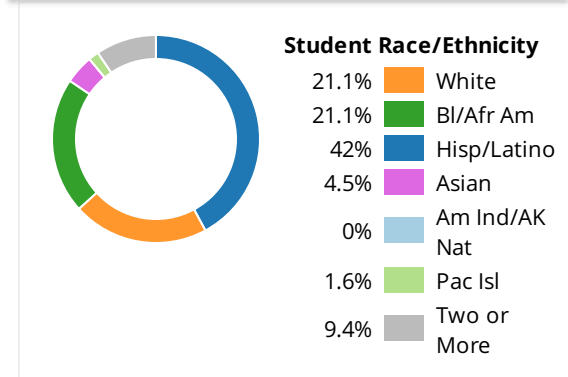
Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lnr	Econ Disadv
Math Proficiency				X	X				X	X	
ELA Proficiency									X		
Science Proficiency											
Math MGP							X	X		X	
ELA MGP									X		
Math AGP				X	X				X	X	
ELA AGP									X		
WIDA AGP											
Math Opportunity Gaps				X	X		X		X		X
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.

*School Level:* Elementary School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 385 W. Centennial Parkway  
 North Las Vegas, NV 89084

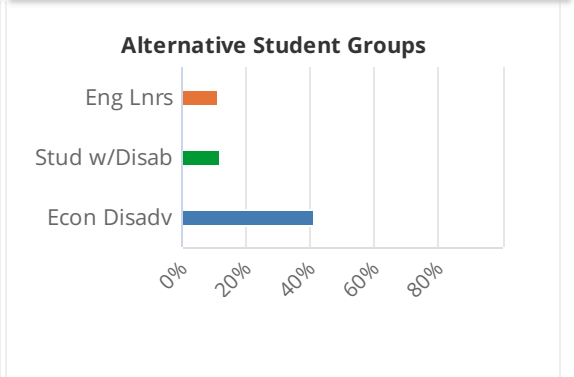


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	40 ★★
2016-2017	N/A N/A



### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

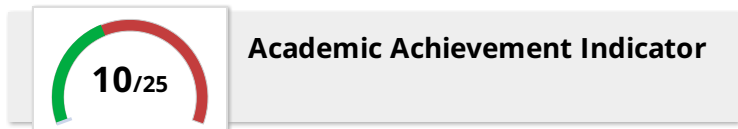
### How are school star ratings determined?

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.

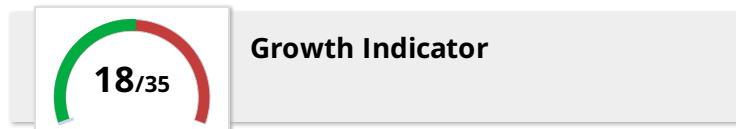
### How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance



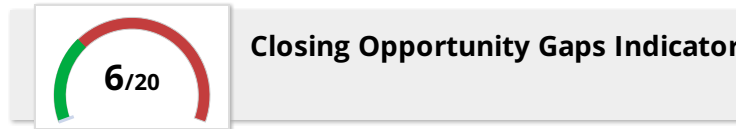
Measure	School Rate	District Rate
Pooled Proficiency	41.7	54
Math Proficiency	42.5	54.5
ELA Proficiency	46.3	60.1
Science Proficiency	25.3	34.7
Read-by-Grade-3 Proficiency	50.2	56.7



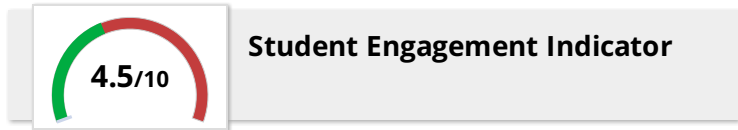
Measure	School Median	District Median
Math MGP	48	55
ELA MGP	50	52
	School Rate	District Rate
Met Math AGP Target	38.7	49.7
Met ELA AGP Target	48.7	59.7



Measure	School Rate	District Rate
Met EL AGP Target	43.2	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	19.8	27.8
Math AGP Target		
Prior Non-Proficient Met	35.2	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	15.8	8
Climate Survey Participation	98.3	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

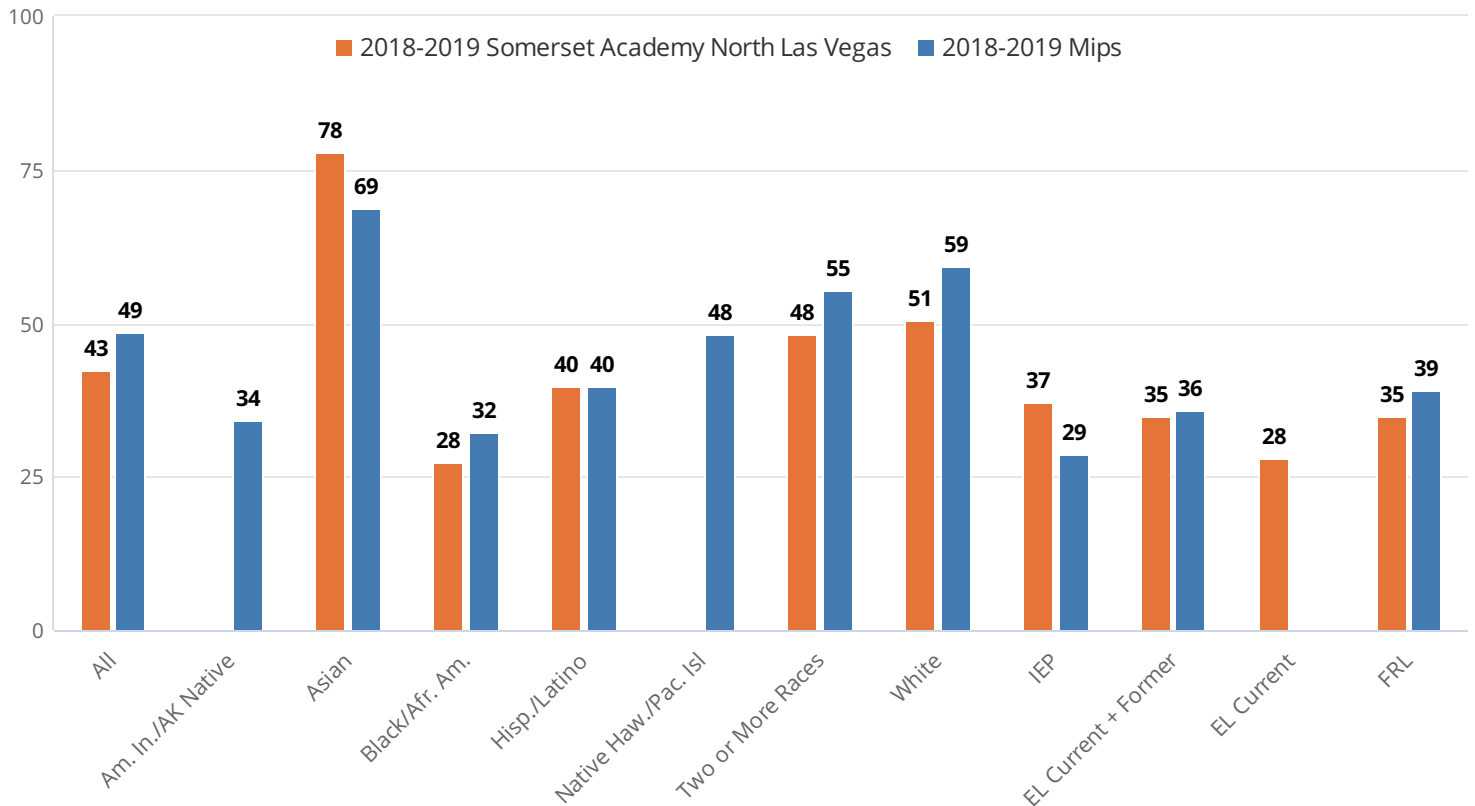
**Pooled Proficiency Points Earned: 7/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	41.7	54	37.3	52.9

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.5	54.5	48.5	35.9	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	77.7	75.5	68.8	76.9	75.2	67.2
Black/African American	27.5	31.3	32.3	14.5	30.6	28.8
Hispanic/Latino	39.7	44.6	39.6	27.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	48.2	58.2	55.3	46.4	59	52.9
White/Caucasian	50.5	62.2	59.3	47.8	61.1	57.2
Special Education	37.2	27.3	28.6	27.5	29.2	24.8
English Learners Current + Former	35	42.2	35.8	7.8	37.4	32.4
English Learners Current	28.1	32.3		8.3	25.5	
Economically Disadvantaged	34.7	39.7	39	25	33.1	35.7

**Math Assessments  
% Proficient**



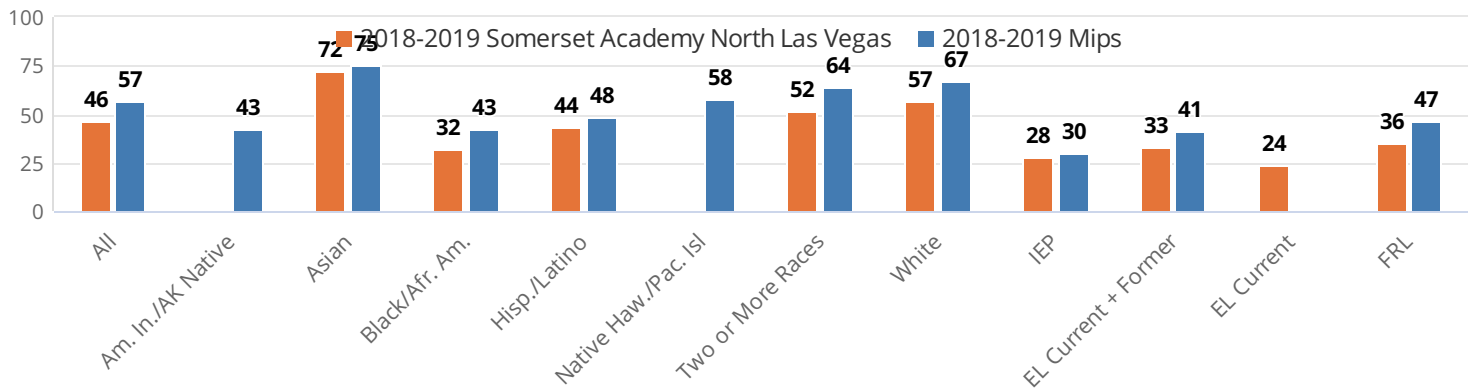


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.3	60.1	57	42.5	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	72.2	78.5	75.4	76.9	76.2	74.1
Black/African American	31.8	40.8	42.6	21.8	40.5	39.6
Hispanic/Latino	43.8	51.1	48.2	41.8	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	51.6	63.7	64.4	46.3	67.1	62.6
White/Caucasian	57.1	66.7	67.4	47.8	65	65.7
Special Education	27.8	26.6	30	20	29.3	26.3
English Learners Current + Former	33.1	42.2	41.4	13.1	38.9	38.4
English Learners Current	23.8	29.3		11.1	22.8	
Economically Disadvantaged	35.5	45.3	46.8	28.1	40.4	44

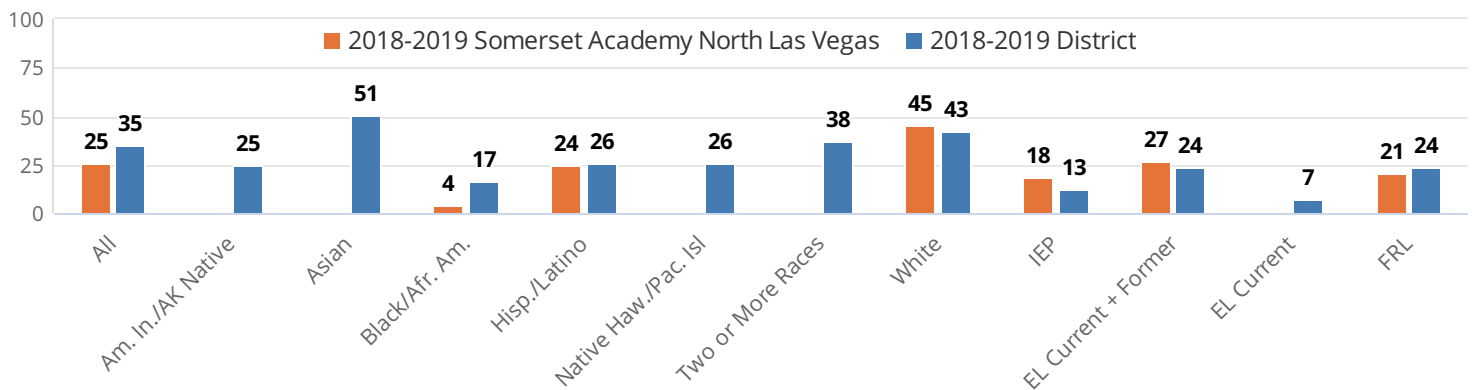
**ELA Assessments  
% Proficient**



**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	25.3	34.7	26.1	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	3.7	16.6	15	14.6
Hispanic/Latino	24.3	25.8	23.3	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	45.1	42.7	29.7	43.8
Special Education	18.1	12.5	9	19.4
English Learners Current + Former	26.6	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	20.6	23.8	21	17.3

**Science Assessments  
% Proficient**





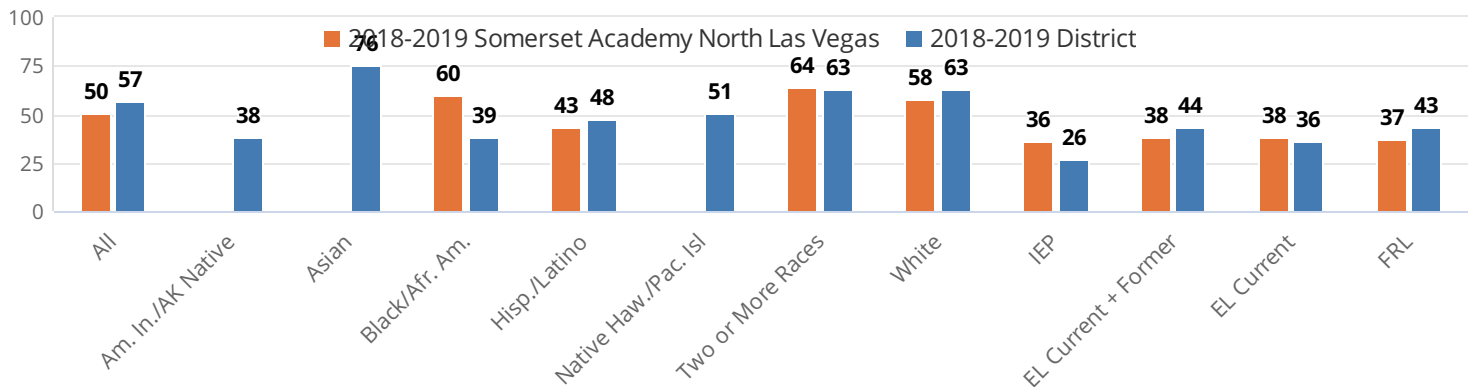
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 3/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	50.2	56.7	37.9	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	60	38.5	18.7	34.2
Hispanic/Latino	43.1	47.5	40.4	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	63.6	63.1	53.3	64.3
White/Caucasian	58	62.6	33.3	62.6
Special Education	36.2	26.3	22.2	29.4
English Learners Current + Former	38.3	43.6	6.6	33
English Learners Current	38.3	36.1	6.6	21.8
Economically Disadvantaged	37	43.2	22.2	37.5

**Read by Grade 3  
% Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	70.9	47
1st Grade	60.4	53
Kindergarten	67.2	56



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 5/10 ELA MGP Points Earned: 5/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	48	55	50	52	42	53	42.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	52	58	60.5	59	-	61.5	-	62
Black/African American	38	48	40	43.5	31.5	45	43.5	44
Hispanic/Latino	47	54	46	51	46	49	47	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	44	53	53	50	26	53	35	51.5
White/Caucasian	56	57	56	54	45	55	39	49
Special Education	47	51	49.5	42	37.5	49	41	40.5
English Learners Current + Former	38	59	53	53	46	49	32	52
English Learners Current	37.5	56	38	49	47.5	43.5	32	44
Economically Disadvantaged	42	53	38	47	41.5	46	40.5	46

## AGP Growth Data

Math AGP Points Earned: 4.5/7.5

ELA AGP Points Earned: 3.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	38.7	49.7	48.7	59.7	29.8	48.6	40.7	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	91.5	66.4	83.2	73.5	-	69.9	-	70.7
Black/African American	20	30.1	33.2	43.5	8.3	28.8	30.5	41.3
Hispanic/Latino	32.5	43	46.2	54.2	26.4	37.8	40.2	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	31.5	50.2	52.6	59.3	7.6	51.2	30.7	60.7
White/Caucasian	53.3	56.1	58.6	65	41.9	53.7	45.6	58.7
Special Education	28.5	28.3	39.2	34.5	13.6	29.5	22.7	30.5
English Learners Current + Former	17.3	43.8	39.1	48.1	22.7	35.2	13.6	44.6
English Learners Current	0	34.7	25	37.6	25	23.3	10	32.2
Economically Disadvantaged	28.6	38.2	43.6	47.7	25	29.8	26.4	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.





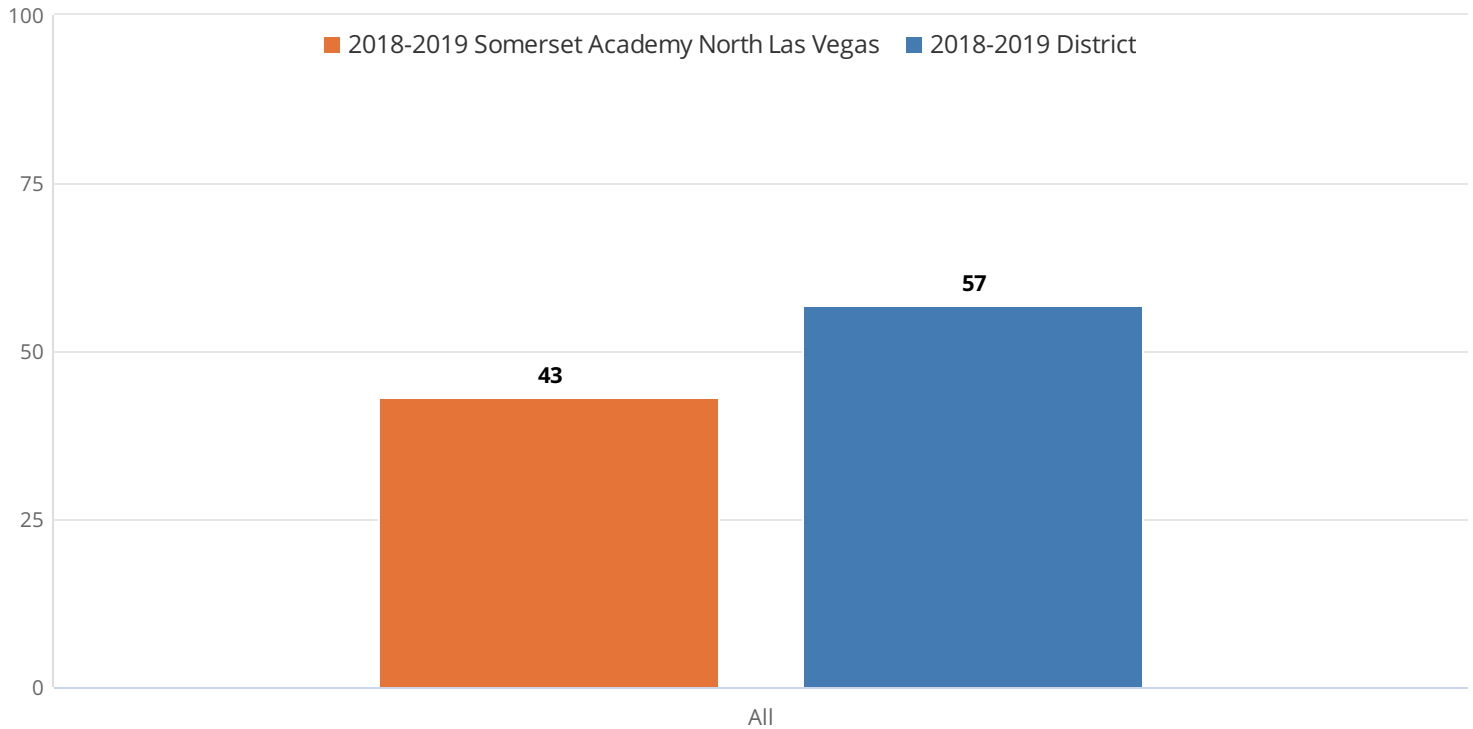
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/5

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	60	43.2	56.7	30	60	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 2/10      ELA AGP Points Earned: 4/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	19.8	27.8	35.2	39.2	19.8	27	32.2	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	16.1	20	23.6	26.5	4.3	16.5	29.6	30.3
Hispanic/Latino	14.1	26	31.8	37	23.2	22.6	31.3	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	0	27.3	45.3	36.2	-	31.1	-	41.3
White/Caucasian	30	32.2	48.3	45.7	27.2	31.5	36.3	38.7
Special Education	9.5	16.3	31.8	22.3	7.6	15.5	15.3	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	22.7	N/A	27.7	N/A
English Learners Current	0	24.1	21.3	31.6	22.7	16.8	27.7	31.3
Economically Disadvantaged	15	23	32.7	32.2	18	20	26.1	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

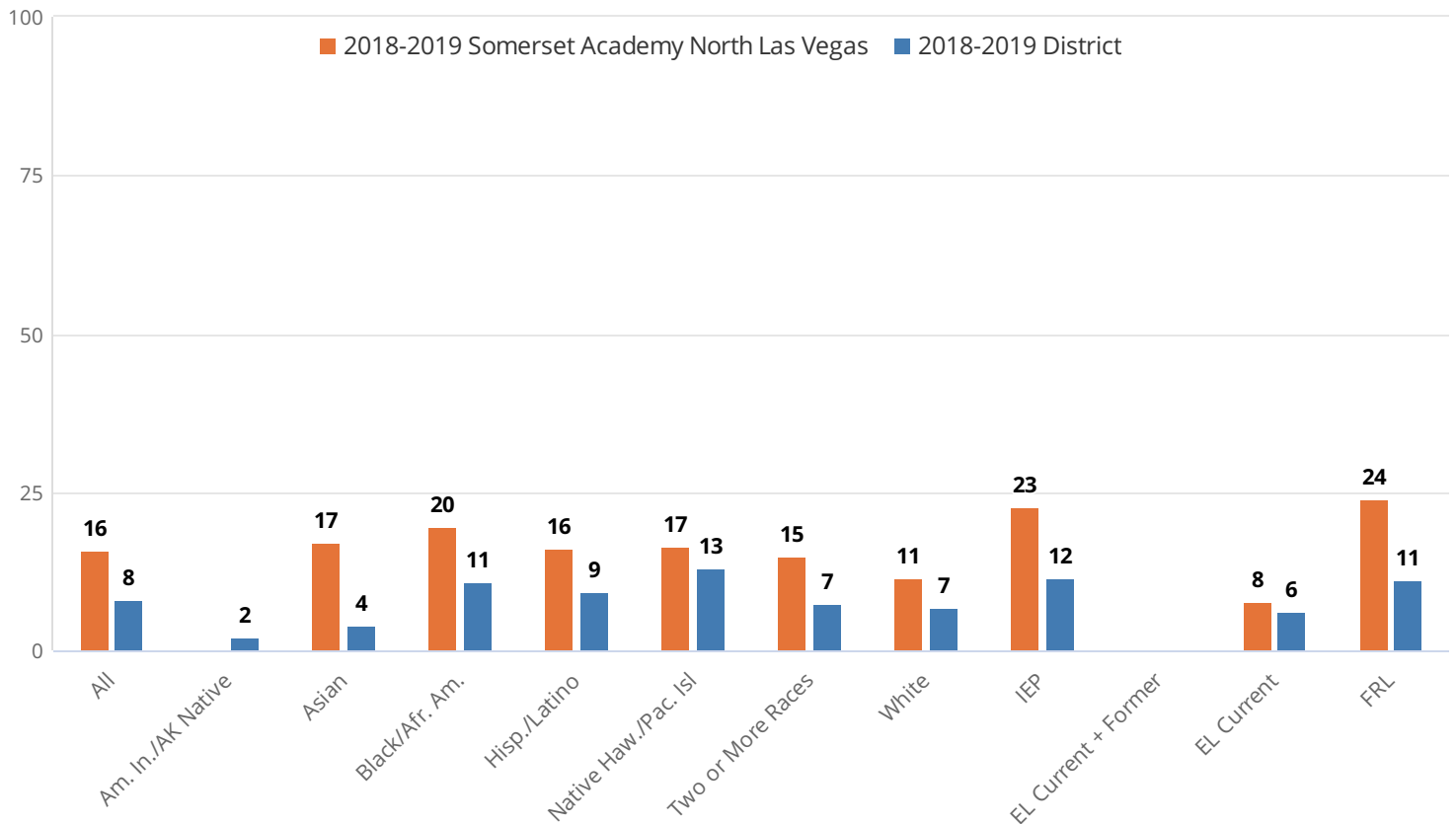
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4.5/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	15.8	8	12.7	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	17.1	4.2	0	4.9
Black/African American	19.6	11	13.6	14.5
Hispanic/Latino	16.1	9.4	11.4	11.5
Pacific Islander	16.6	13	11.7	12.6
Two or More Races	14.9	7.4	15.7	9
White/Caucasian	11.4	6.9	14.5	9
Special Education	22.8	11.5	19.3	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.9	6.2	8.7	10.4
Economically Disadvantaged	24.1	11.1	13.8	15.9

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



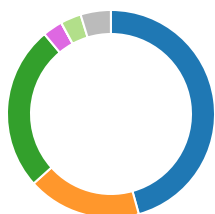
'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Middle School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 385 W. Centennial Parkway  
 North Las Vegas, NV 89084



**71.5**  
Total Index Score

School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



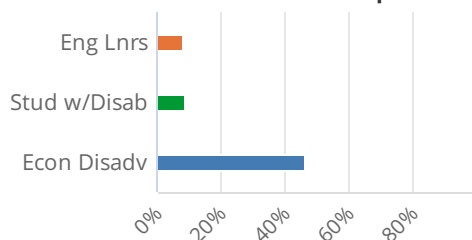
### Student Race/Ethnicity

17.6% White  
 25.5% BI/Afr Am  
 45.5% Hisp/Latino  
 3.1% Asian  
 0% Am Ind/AK Nat  
 3.2% Pac Isl  
 4.7% Two or More

### School Performance History

School Year	Index Score/Star Rating
2017-2018	57.1 ★★★★★
2016-2017	N/A N/A

### Alternative Student Groups



## What does my school rating mean?

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

## 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?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★★
- At or above 80 ★★★★★★

## 2018-2019 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	44.1	50.2
Math Proficiency	40.2	42.6
ELA Proficiency	48.5	59.6
Science Proficiency	42.7	44.7



### Student Growth Indicator

Measure	School Median	District Median
Math MGP	74	58
ELA MGP	54	56
	School Rate	District Rate
Met Math AGP Target	47.2	44.3
Met ELA AGP Target	51.6	61.3



### English Language Proficiency Indicator

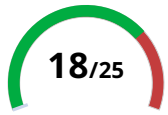
Measure	School Rate	District Rate
Met EL AGP Target	14.1	38.3



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	33.3	21.8
Math AGP Target		
Prior Non-Proficient Met	29.6	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

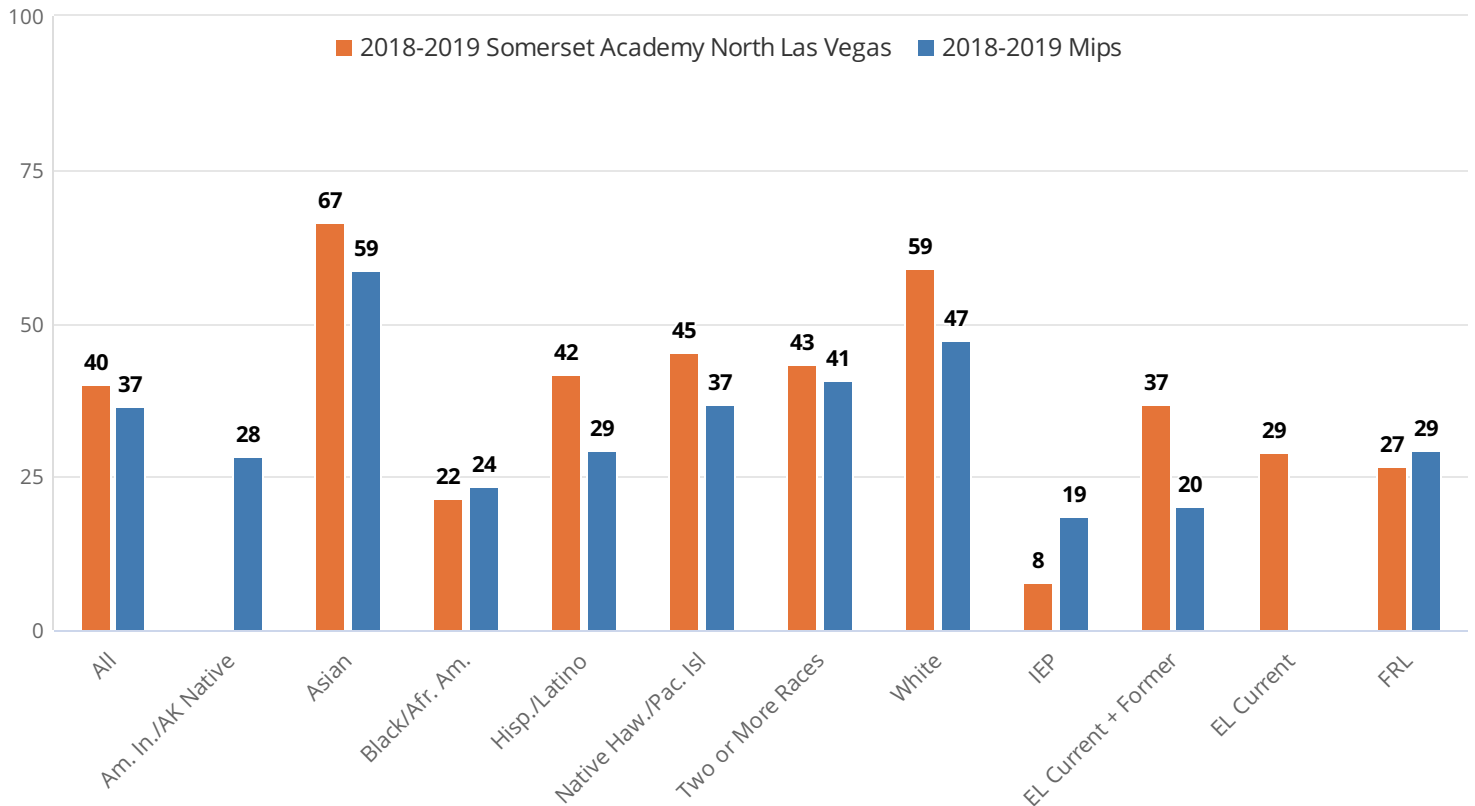
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

	<b>Pooled Proficiency Points Earned: 18/25</b>			
	<b>2019 %</b>	<b>2019 % District</b>	<b>2018 %</b>	<b>2018 % District</b>
Pooled Proficiency	44.1	50.2	37.4	46.3

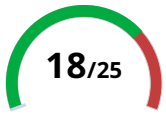
**Math Proficient**

<b>Groups</b>	<b>2019 %</b>	<b>2019 % District</b>	<b>2019 % MIP</b>	<b>2018 %</b>	<b>2018 % District</b>	<b>2018 % MIP</b>
All Students	40.2	42.6	36.5	30.4	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	66.5	66.2	58.6	53.3	64.1	56.4
Black/African American	21.6	24.1	23.5	15.4	17.7	19.5
Hispanic/Latino	41.7	31.8	29.3	22.5	26.1	25.5
Pacific Islander	45.3	44.8	36.9	50	34.9	33.6
Two or More Races	43.3	47.2	40.6	38.8	41.5	37.5
White/Caucasian	59	51.2	47.1	46.9	44.4	44.4
Special Education	7.7	12	18.6	14.7	11.5	14.3
English Learners Current + Former	36.8	26.8	20.2	17.6	22.2	16
English Learners Current	29	12.5		18.3	8.5	
Economically Disadvantaged	26.8	29	29.2	24.2	21.7	25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

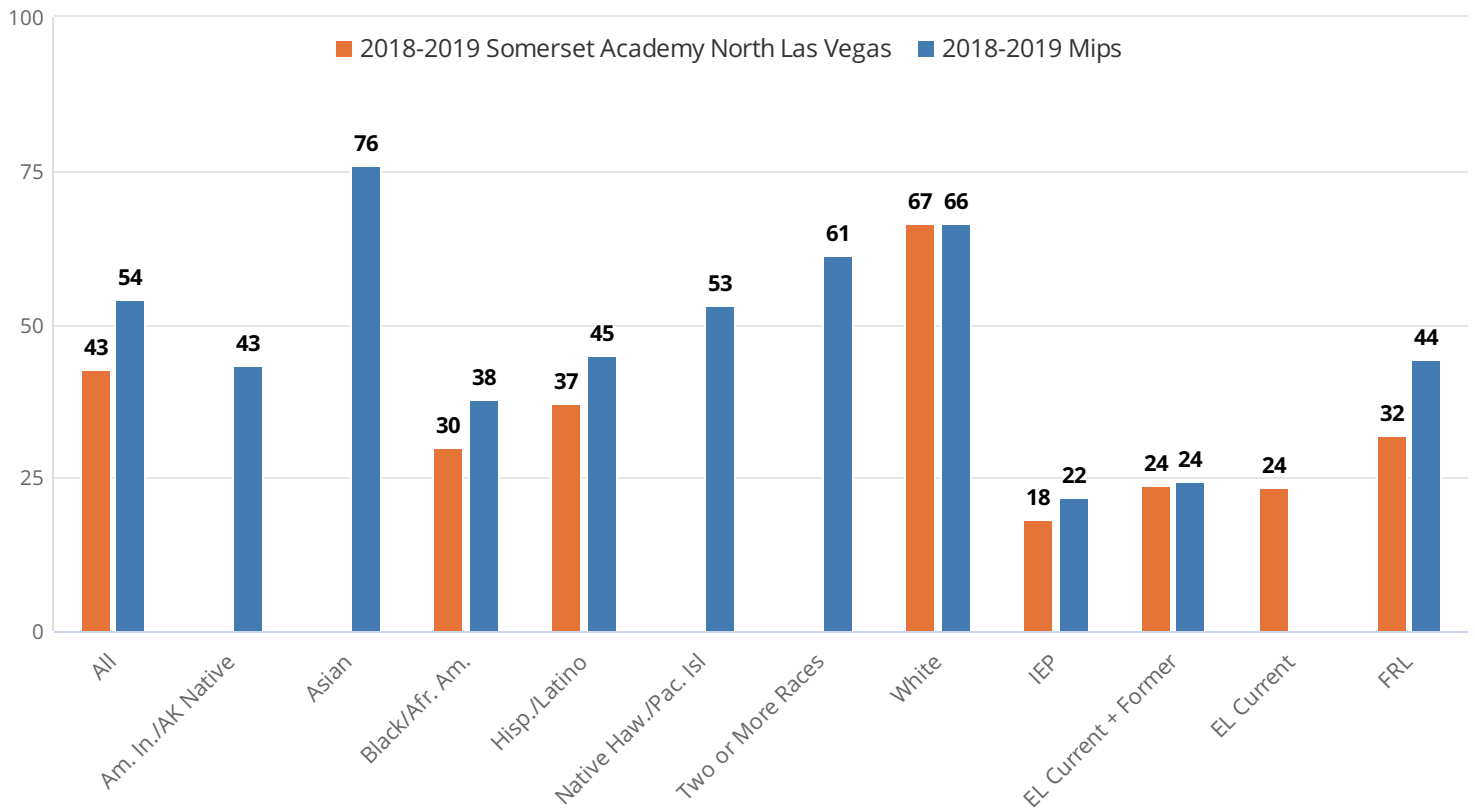


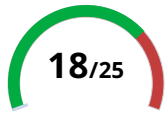
**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	59.6	54.1	43.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	83.2	78.4	75.9	73.3	77.3	74.6
Black/African American	31.1	40.1	37.8	32.1	38.4	34.5
Hispanic/Latino	48.2	50.2	45.1	33.7	46.3	42.2
Pacific Islander	63.6	61.1	53.2	60	53.2	50.7
Two or More Races	60.7	66.7	61.3	47.2	61	59.2
White/Caucasian	63.6	67.7	66.3	60.2	63.5	64.6
Special Education	10.5	19.8	21.9	17.6	20.7	17.8
English Learners Current + Former	44.2	42.7	24.3	19.6	34.8	20.3
English Learners Current	25.8	22		20.4	15.8	
Economically Disadvantaged	37.2	46.3	44.4	34.3	41.5	41.4

**ELA Assessments  
% Proficient**



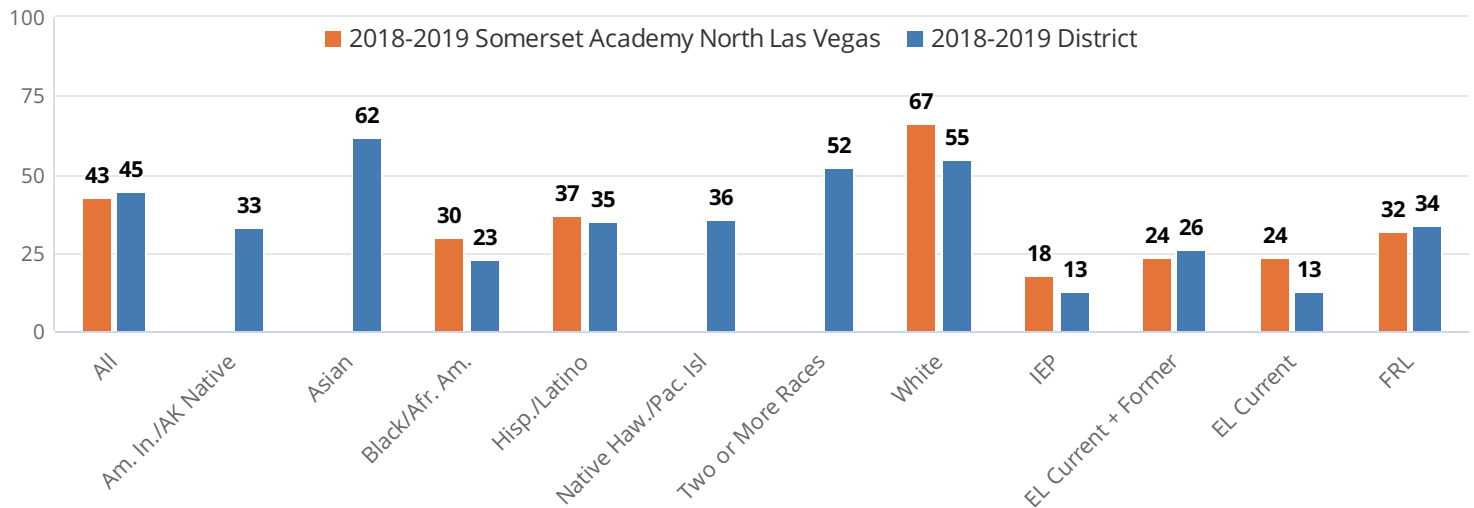


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	42.7	44.7	40.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	30	23.1	28.5	25
Hispanic/Latino	37.2	35.2	22.2	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	43.7	51.6
White/Caucasian	66.5	54.5	66.6	54
Special Education	18.1	13	-	14.6
English Learners Current + Former	23.8	26	6.6	25.7
English Learners Current	23.5	12.6	6.6	9.3
Economically Disadvantaged	32	33.7	27.2	30.7

Science Assessments  
% Proficient



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### MGP Growth Data

**Math MGP Points Earned: 10/10**    **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	74	58	54	56	41	52	50	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	81	63	68.5	57	53	62	35	62
Black/African American	66	53	45.5	51	34	45	48	50.5
Hispanic/Latino	76	59	59	57	39	54	48	52
Pacific Islander	75.5	63	67.5	57	35	51.5	47.5	49.5
Two or More Races	72	56	70	54	46	53	53	55
White/Caucasian	80	58	57	56	48.5	49	54	53
Special Education	46	55	50	55	24	44	41	50
English Learners Current + Former	78	64	58	64	48.5	59	37	54
English Learners Current	50	61	48	62	52.5	57	38	53
Economically Disadvantaged	65	59	52.5	57	38	53	47.5	52

### AGP Growth Data

**Math AGP Points Earned: 5/5**    **ELA AGP Points Earned: 3.5/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	47.2	44.3	51.6	61.3	28.2	37.7	43.3	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	66.5	65.9	75	78.5	53.3	66.5	66.6	78
Black/African American	31.1	27.5	37.2	44.2	12.6	20.1	31.6	39.5
Hispanic/Latino	47.2	35.5	50.8	53.6	22.2	30.1	35.1	47.2
Pacific Islander	50	47.2	60	59.7	30	35.3	60	53.1
Two or More Races	61.8	47.1	61.8	66.2	34.2	42.7	42.8	61.3
White/Caucasian	63.2	51.8	66.5	68.4	44.5	44	60.8	62.2
Special Education	14.6	16.8	14.6	25.3	18.1	14.5	27.2	23.6
English Learners Current + Former	43.1	32.7	47	48.3	18	31.3	17.6	40
English Learners Current	29.6	17.3	25.8	28.1	18.7	14.8	18.3	20.1
Economically Disadvantaged	35.7	33.3	40.2	50.3	22.3	25.8	32.9	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>





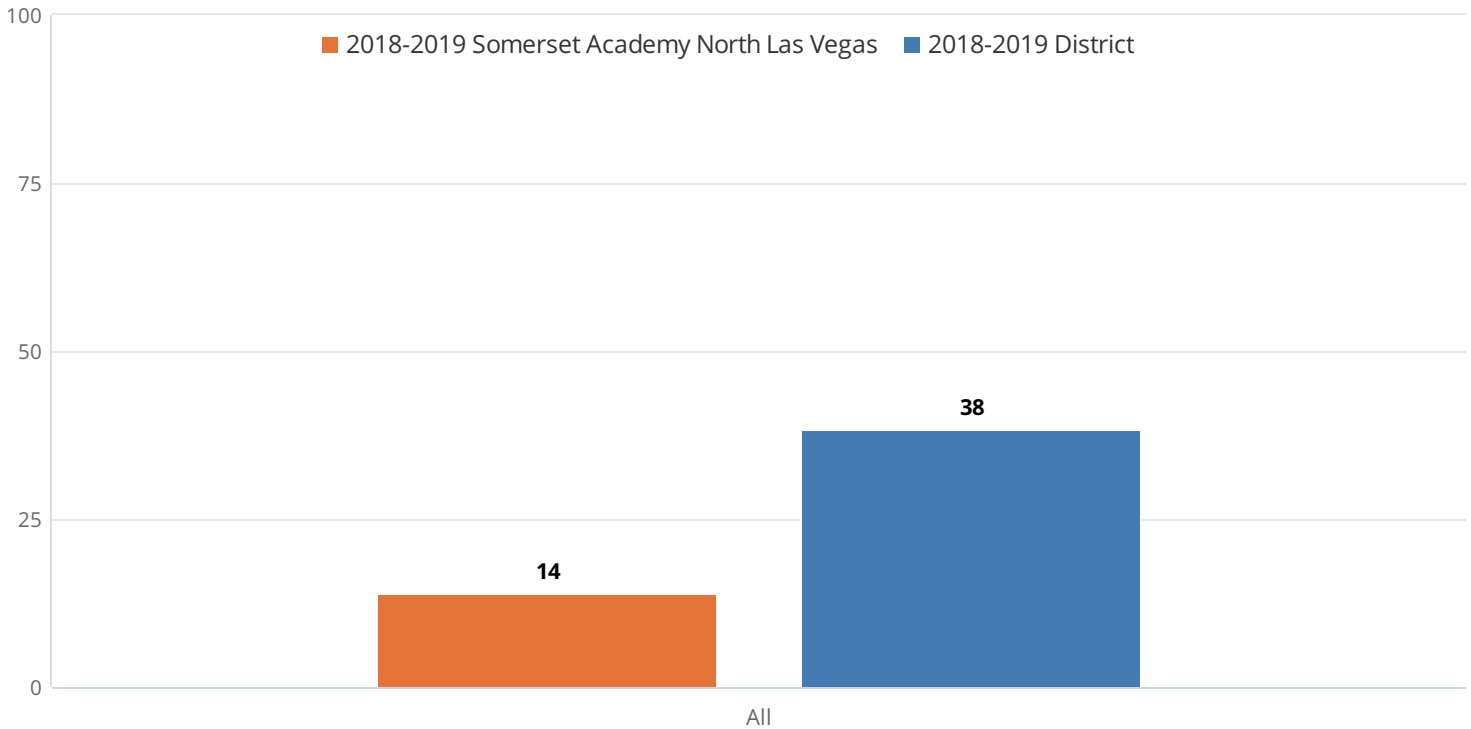
**English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**English Language Points Earned: 2/10**

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	21	14.1	38.3	26	30.7	32.4

**% English Learners Meeting AGP on WIDA**



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

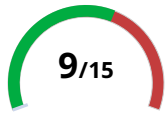


## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 7/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	33.3	21.8	29.6	32.7	15.7	19	23.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	22.3	15	22	22	8.4	10.9	21.7	23.3
Hispanic/Latino	36	21.5	31.6	31.1	9.8	17.1	19.3	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	46.6	19.8	40	32.8	25	21	0	32
White/Caucasian	42.7	24.8	40	38.3	27.6	21.5	38.1	33.2
Special Education	9.5	9.6	10.3	16.8	3.5	6.4	22.2	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	9	N/A	10	N/A
English Learners Current	9.5	12.5	13	22.1	10	13.8	10.8	16.8
Economically Disadvantaged	24.3	19.5	23.3	29.1	10.8	16	24.3	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

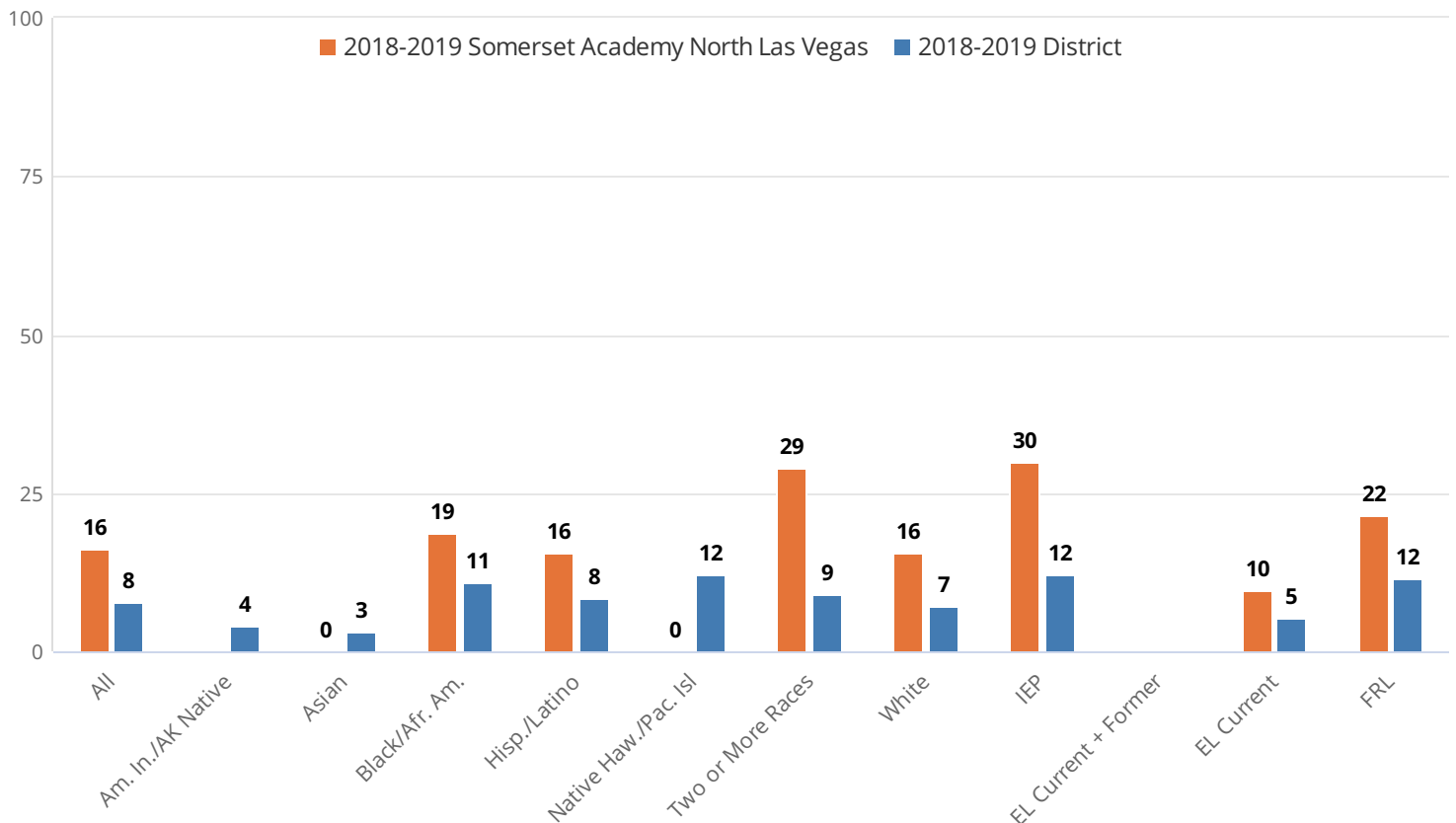
**Chronic Absenteeism**

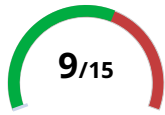
**Chronic Absenteeism Points Earned: 4/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.1	7.9	9.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	0	3	0	3.6
Black/African American	18.6	11	10.3	12.9
Hispanic/Latino	15.5	8.4	9	11.7
Pacific Islander	0	12	0	11.9
Two or More Races	29.1	8.9	14.6	12
White/Caucasian	15.6	7.2	11.9	10.9
Special Education	30	12.1	11.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.6	5.2	7.5	8.5
Economically Disadvantaged	21.5	11.5	12.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

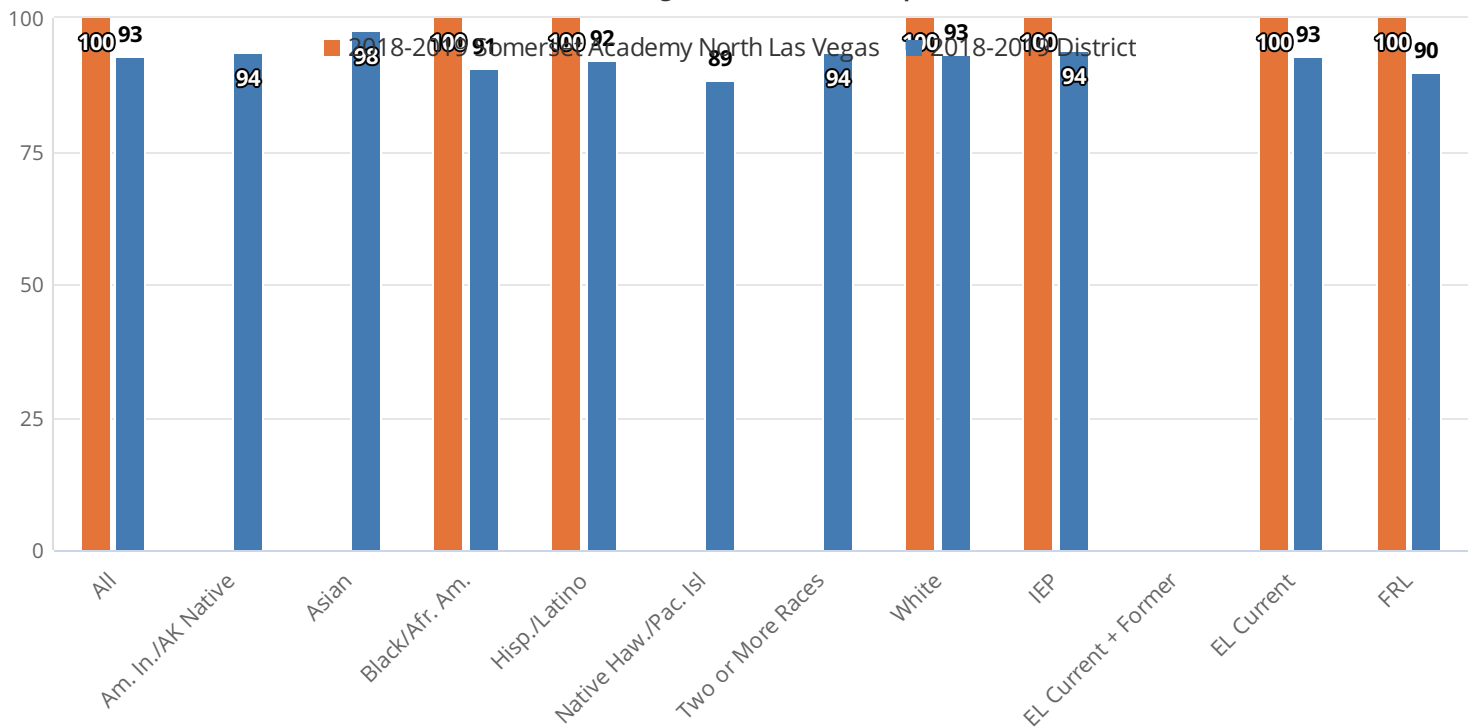
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	-	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	100	99.5	-	95.9
Two or More Races	100	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

**NAC 389.445 Credit Requirements**


**NAC 389.445 Credit Requirements Points Earned 3/3**

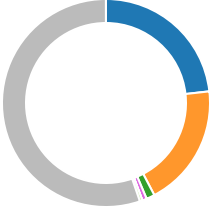
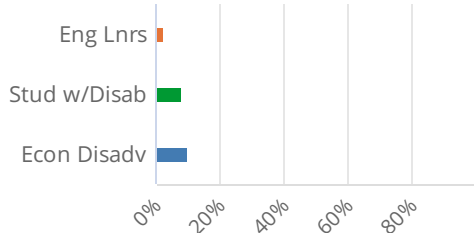
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	N/A	91.5
American Indian/Alaska Native	-	93.7	N/A	85
Asian	-	97.9	N/A	99.4
Black/African American	100	90.5	N/A	85.4
Hispanic/Latino	100	92.2	N/A	89.4
Pacific Islander	-	88.5	N/A	91
Two or More Races	-	93.7	N/A	91.7
White/Caucasian	100	93.2	N/A	93.4
Special Education	100	93.9	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	92.7	N/A	85.6
Economically Disadvantaged	100	89.7	N/A	85.6

**% of Students Meeting 8th Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8151 N Shaumber Rd Las Vegas, NV 89166</p>	 <p><b>92.2</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>19% White</li> <li>1.3% BI/Afr Am</li> <li>23.1% Hisp/Latino</li> <li>0.7% Asian</li> <li>0% Am Ind/AK Nat</li> <li>0.4% Pac Isl</li> <li>55% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p><b>Alternative Student Groups</b></p>  <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

### 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?


- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance

 **Academic Achievement Indicator**

**23/25**

Measure	School Rate	District Rate
Pooled Proficiency	61.5	54
Math Proficiency	61.2	54.5
ELA Proficiency	68.4	60.1
Science Proficiency	43	34.7
Read-by-Grade-3 Proficiency	50.5	56.7

 **Growth Indicator**


**32/35**

Measure	School Median	District Median
Math MGP	65	55
ELA MGP	55.5	52
	School Rate	District Rate
Met Math AGP Target	60.2	49.7
Met ELA AGP Target	69.5	59.7

 **English Language Proficiency Indicator**


**N/A**

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

 **Closing Opportunity Gaps Indicator**

**18/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	40.3	27.8
Math AGP Target		
Prior Non-Proficient Met	50	39.2
ELA AGP Target		

 **Student Engagement Indicator**

**10/10**

Measure	School Rate	District Rate
Chronic Absenteeism	4.9	8
Climate Survey Participation	94.3	N/A

Climate Survey Participation is not a point-earning measure.



## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

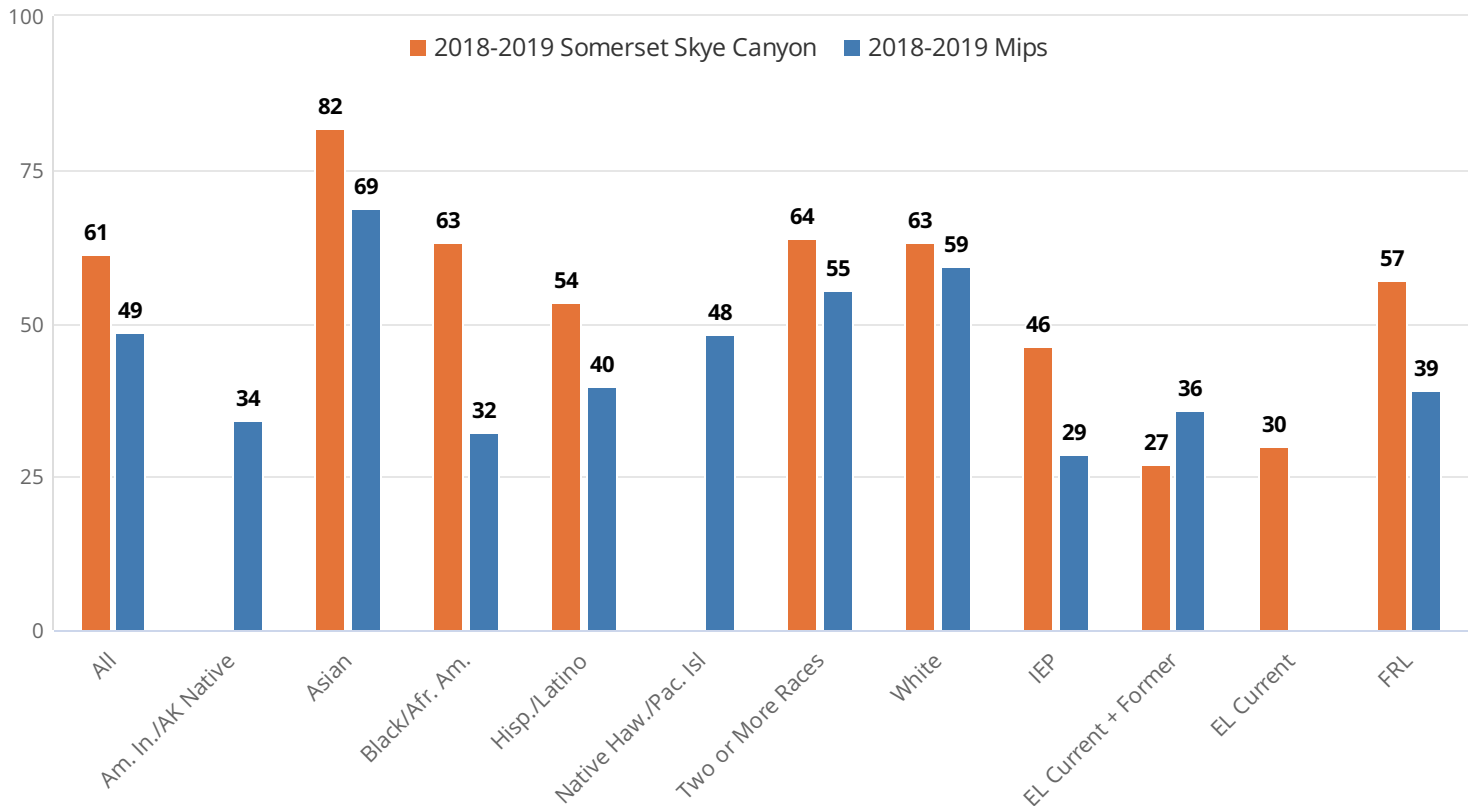
**Pooled Proficiency Points Earned: 20/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	61.5	54		

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	61.2	54.5	48.5			45.8
American Indian/Alaska Native	-	45.7	34.3			30.9
Asian	81.7	75.5	68.8			67.2
Black/African American	63.1	31.3	32.3			28.8
Hispanic/Latino	53.5	44.6	39.6			36.5
Pacific Islander	-	48.7	48.3			45.6
Two or More Races	63.7	58.2	55.3			52.9
White/Caucasian	63.2	62.2	59.3			57.2
Special Education	46.3	27.3	28.6			24.8
English Learners Current + Former	27.1	42.2	35.8			32.4
English Learners Current	30	32.3				
Economically Disadvantaged	57.1	39.7	39			35.7

**Math Assessments  
% Proficient**



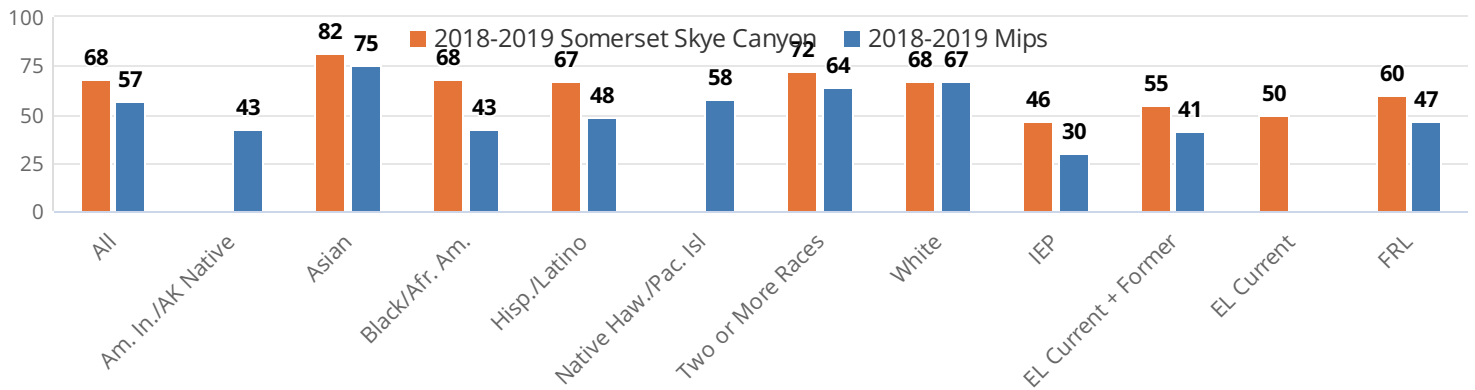


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.4	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	81.7	78.5	75.4			74.1
Black/African American	68.4	40.8	42.6			39.6
Hispanic/Latino	66.5	51.1	48.2			45.5
Pacific Islander	-	51.7	57.9			55.7
Two or More Races	72.2	63.7	64.4			62.6
White/Caucasian	67.5	66.7	67.4			65.7
Special Education	46.3	26.6	30			26.3
English Learners Current + Former	54.5	42.2	41.4			38.4
English Learners Current	50	29.3				
Economically Disadvantaged	59.5	45.3	46.8			44

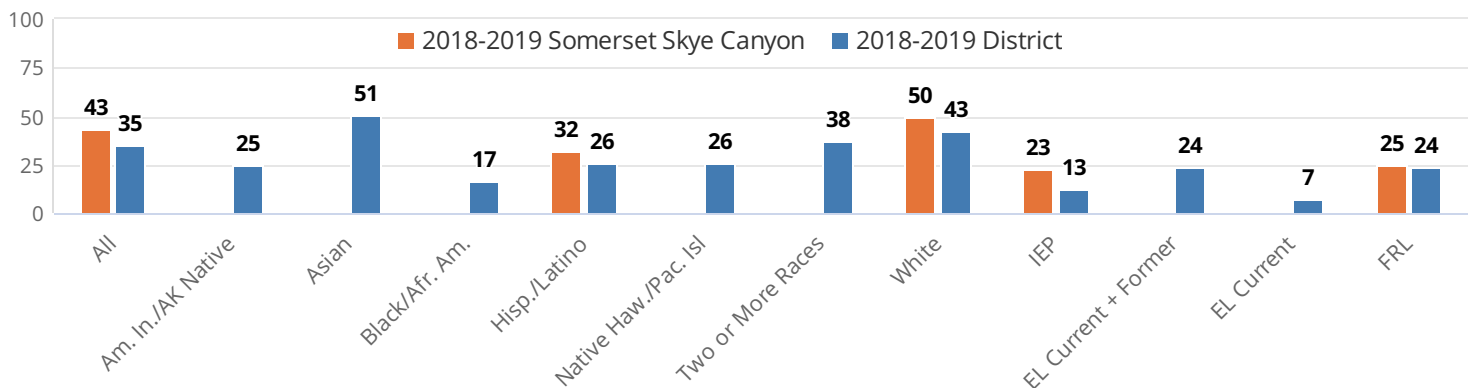
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	43	34.7		
American Indian/Alaska Native	-	25		
Asian	-	50.5		
Black/African American	-	16.6		
Hispanic/Latino	31.5	25.8		
Pacific Islander	-	26.1		
Two or More Races	-	37.6		
White/Caucasian	50	42.7		
Special Education	23	12.5		
English Learners Current + Former	-	24.1		
English Learners Current	-	7.2		
Economically Disadvantaged	25	23.8		

Science Assessments  
% Proficient





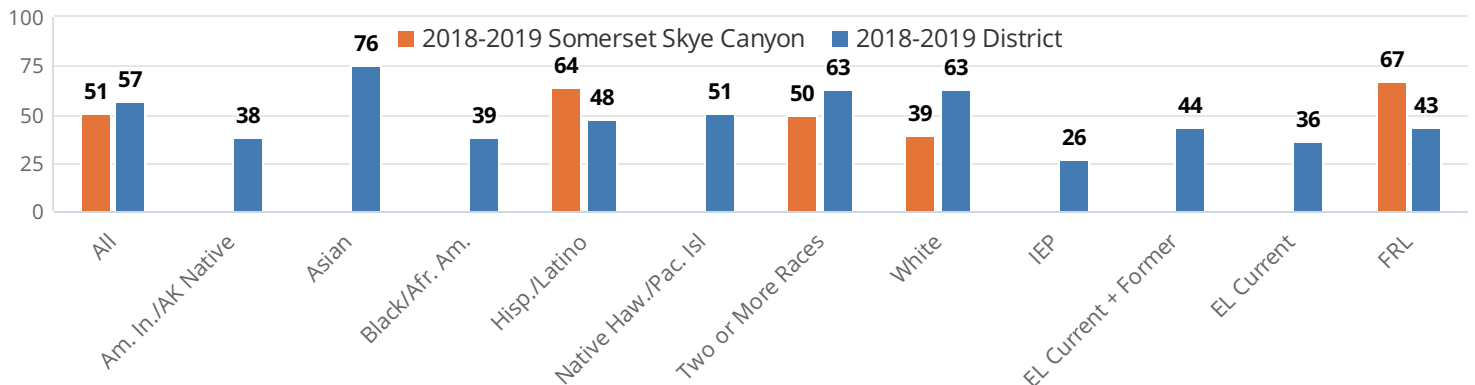
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 3/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	50.5	56.7		
American Indian/Alaska Native	-	38.3		
Asian	-	75.7		
Black/African American	-	38.5		
Hispanic/Latino	63.6	47.5		
Pacific Islander	-	50.7		
Two or More Races	50	63.1		
White/Caucasian	39.2	62.6		
Special Education	-	26.3		
English Learners Current + Former	-	43.6		
English Learners Current	-	36.1		
Economically Disadvantaged	66.5	43.2		

**Read by Grade 3  
% Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade		
1st Grade		
Kindergarten		





## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	65	55	55.5	52				
American Indian/Alaska Native	-	55.5	-	67				
Asian	-	58	-	59				
Black/African American	65	48	44	43.5				
Hispanic/Latino	65.5	54	59	51				
Pacific Islander	-	43	-	46				
Two or More Races	45	53	54.5	50				
White/Caucasian	65	57	53	54				
Special Education	61	51	62	42				
English Learners Current + Former	-	59	-	53				
English Learners Current	-	56	-	49				
Economically Disadvantaged	65	53	55	47				

## AGP Growth Data

Math AGP Points Earned: 7.5/7.5 ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	60.2	49.7	69.5	59.7				
American Indian/Alaska Native	-	50	-	75				
Asian	-	66.4	-	73.5				
Black/African American	45.3	30.1	54.5	43.5				
Hispanic/Latino	55.1	43	67.2	54.2				
Pacific Islander	-	40.3	-	48.3				
Two or More Races	59	50.2	77.2	59.3				
White/Caucasian	64.4	56.1	69.7	65				
Special Education	47.2	28.3	73.5	34.5				
English Learners Current + Former	-	43.8	-	48.1				
English Learners Current	-	34.7	-	37.6				
Economically Disadvantaged	56	38.2	48	47.7				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



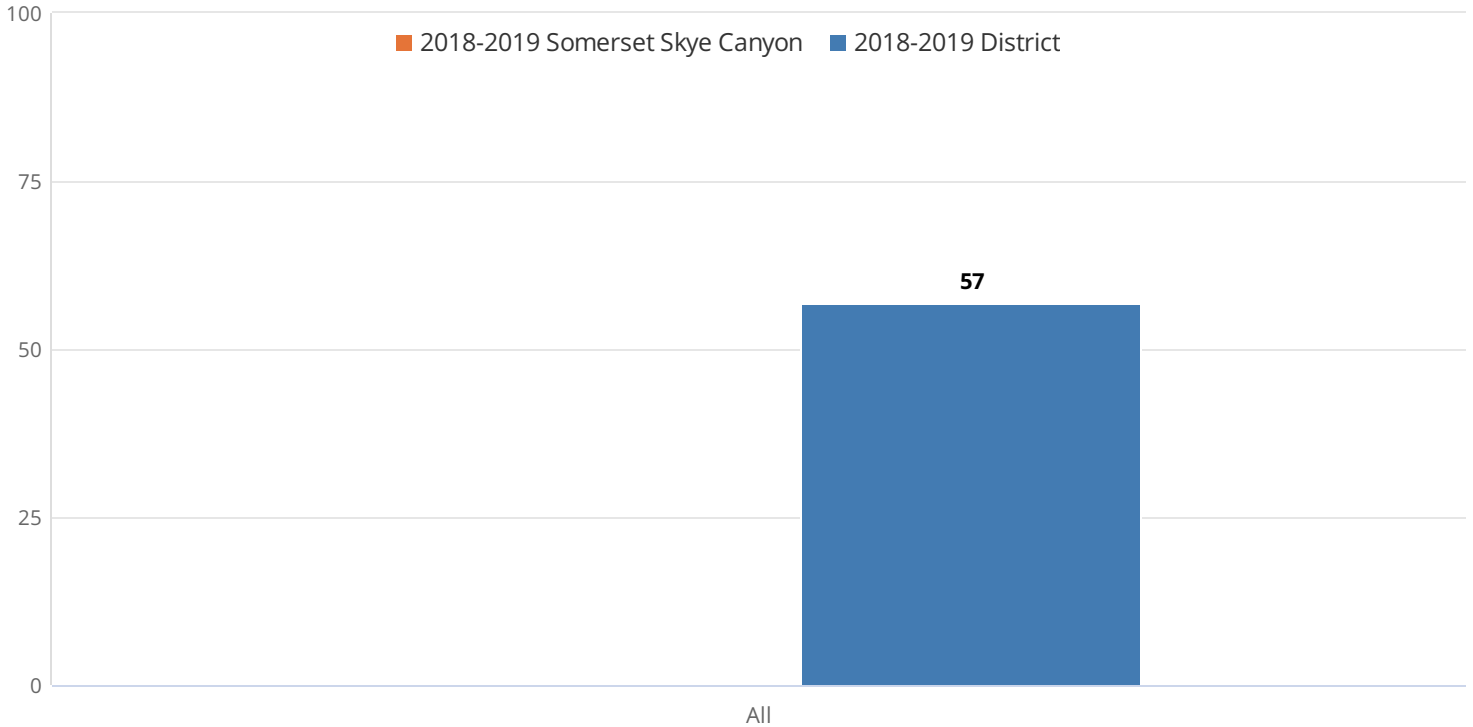
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 9/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	40.3	27.8	50	39.2				
American Indian/Alaska Native	-	20	-	-				
Asian	-	38.5	-	52.3				
Black/African American	-	20	-	26.5				
Hispanic/Latino	35.7	26	45.3	37				
Pacific Islander	-	25	-	35.5				
Two or More Races	-	27.3	-	36.2				
White/Caucasian	43.3	32.2	52.8	45.7				
Special Education	20	16.3	-	22.3				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	24.1	-	31.6				
Economically Disadvantaged	27.1	23	23	32.2				



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

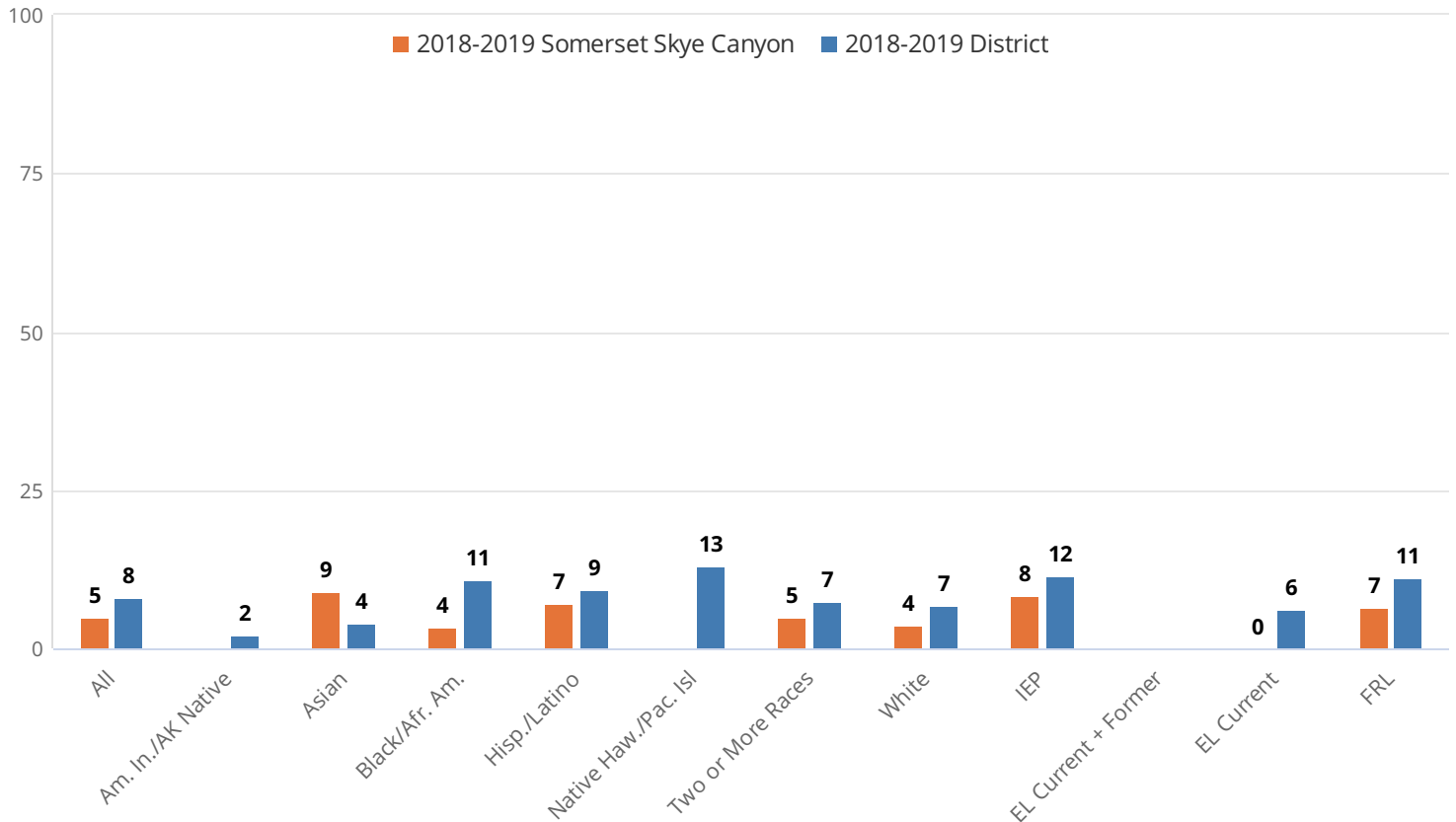
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	4.9	8		
American Indian/Alaska Native	-	2.3		
Asian	9	4.2		
Black/African American	3.5	11		
Hispanic/Latino	7.2	9.4		
Pacific Islander	-	13		
Two or More Races	5	7.4		
White/Caucasian	3.7	6.9		
Special Education	8.3	11.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	0	6.2		
Economically Disadvantaged	6.5	11.1		

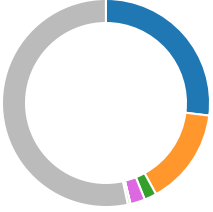
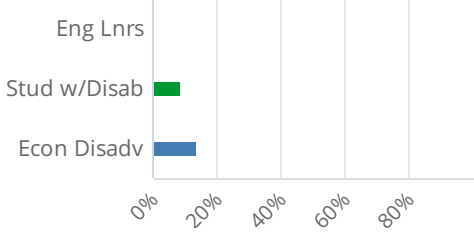
**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8151 N Shaumber Rd Las Vegas, NV 89166</p>	 <p><b>91.1</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>15% White</li> <li>1.9% BI/Afr Am</li> <li>26.8% Hisp/Latino</li> <li>2.3% Asian</li> <li>0% Am Ind/AK Nat</li> <li>0.4% Pac Isl</li> <li>53.1% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

### 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?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

### 2018-2019 School Performance

**Academic Achievement Indicator**

**25/25**

Measure	School Rate	District Rate
Pooled Proficiency	59	50.2
Math Proficiency	47.5	42.6
ELA Proficiency	71	59.6
Science Proficiency	56	44.7

**English Language Proficiency Indicator**

**N/A**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

**Student Engagement Indicator**

**15/15**

Measure	School Rate	District Rate
Chronic Absenteeism	1.9	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	100	92.7
Climate Survey Participation	95.5	N/A

**Student Growth Indicator**

**23/30**

Measure	School Median	District Median
Math MGP	51.5	58
ELA MGP	55	56

	School Rate	District Rate
Met Math AGP Target	46.1	44.3
Met ELA AGP Target	67.9	61.3

**Closing Opportunity Gaps Indicator**

**19/20**

Measure	School Rate	District Rate
Prior Non-Proficient Met	23.1	21.8
Math AGP Target		
Prior Non-Proficient Met	35.3	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

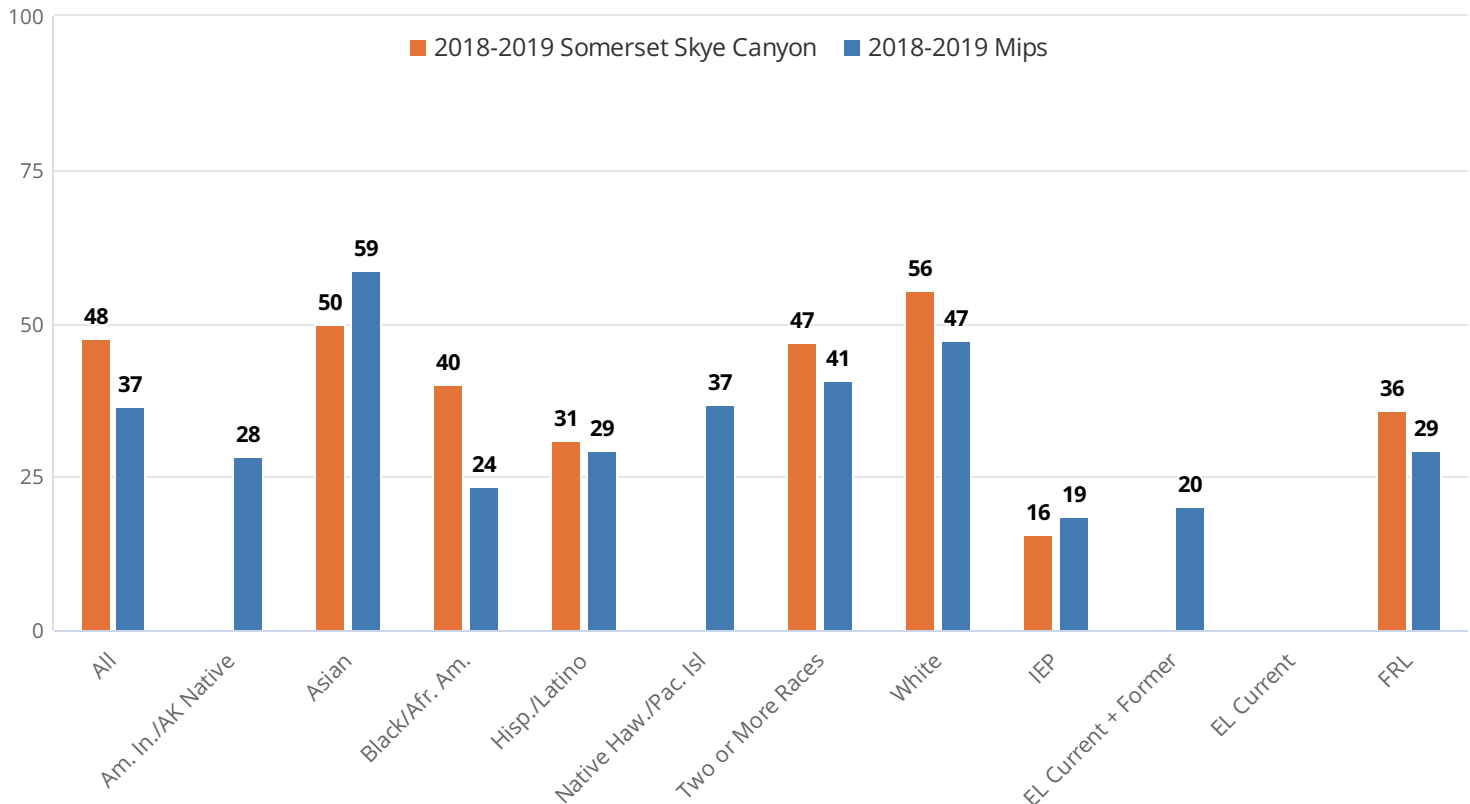
**Pooled Proficiency Points Earned: 25/25**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	59	50.2		

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	50	66.2	58.6			56.4
Black/African American	40	24.1	23.5			19.5
Hispanic/Latino	30.8	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	47	47.2	40.6			37.5
White/Caucasian	55.5	51.2	47.1			44.4
Special Education	15.6	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	35.7	29	29.2			25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

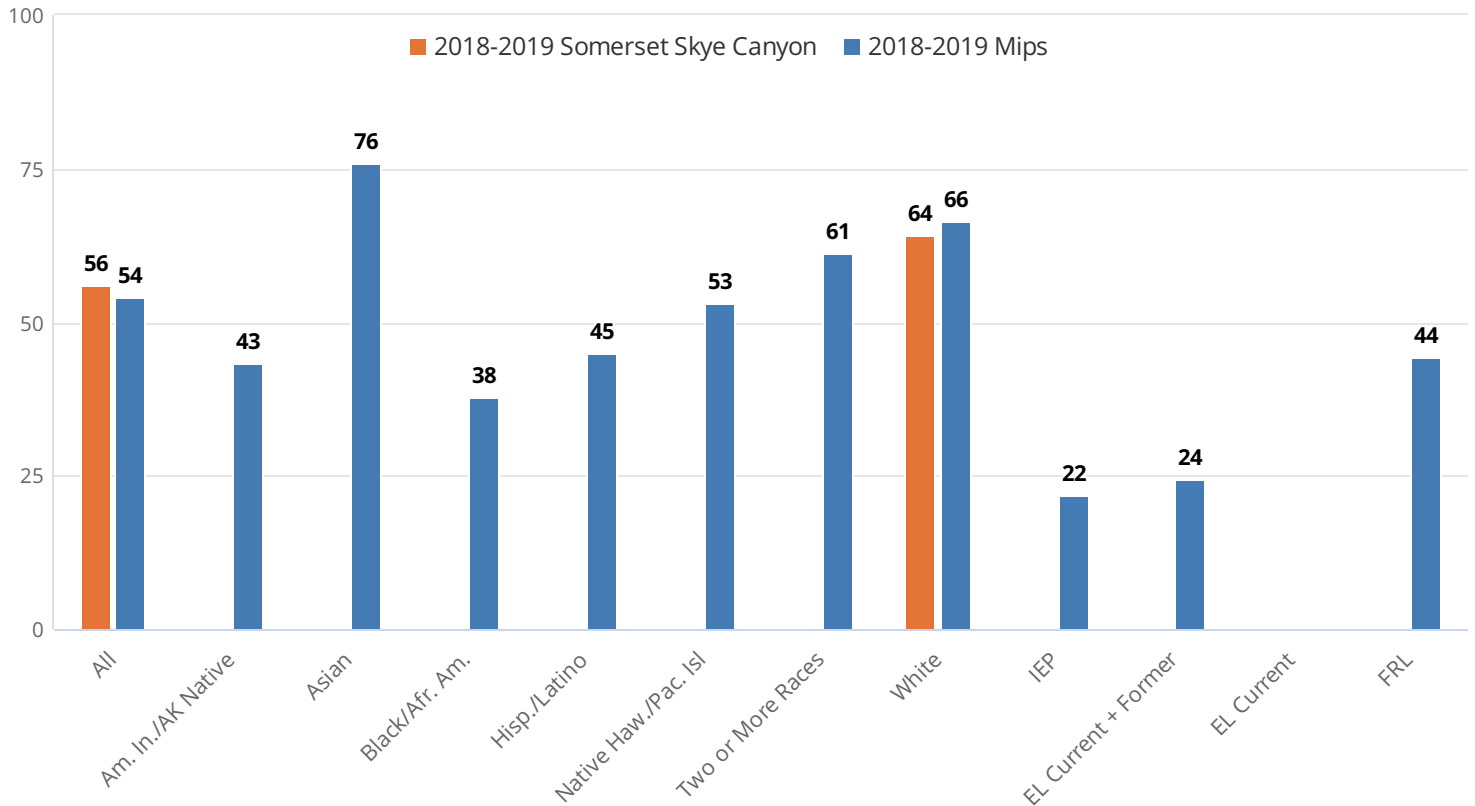


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	66.5	78.4	75.9			74.6
Black/African American	80	40.1	37.8			34.5
Hispanic/Latino	54.5	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.5	66.7	61.3			59.2
White/Caucasian	78.7	67.7	66.3			64.6
Special Education	36.7	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	50	46.3	44.4			41.4

**ELA Assessments  
% Proficient**



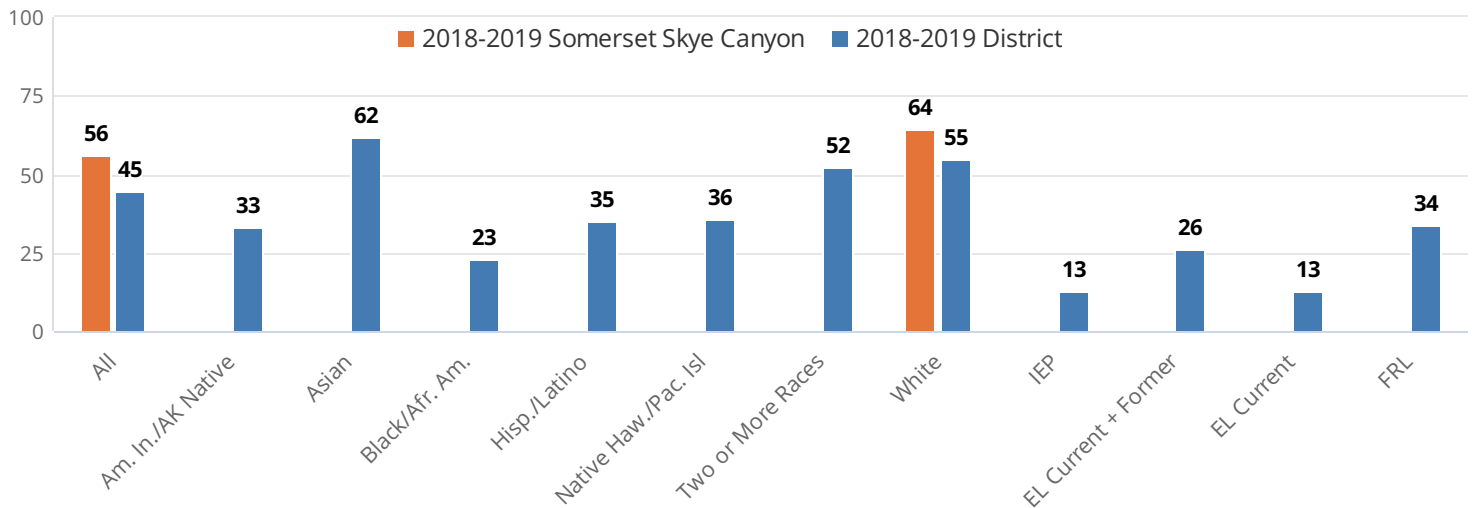




## Academic Achievement

## Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	56	44.7		
American Indian/Alaska Native	-	33.2		
Asian	-	62		
Black/African American	-	23.1		
Hispanic/Latino	-	35.2		
Pacific Islander	-	35.7		
Two or More Races	-	52.2		
White/Caucasian	64.2	54.5		
Special Education	-	13		
English Learners Current + Former	-	26		
English Learners Current	-	12.6		
Economically Disadvantaged	-	33.7		

Science Assessments  
% Proficient

## Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

## Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 6/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	51.5	58	55	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	42.5	53	58.5	51				
Hispanic/Latino	52.5	59	57	57				
Pacific Islander	-	63	-	57				
Two or More Races	49.5	56	62.5	54				
White/Caucasian	54	58	52	56				
Special Education	50	55	63	55				
English Learners Current + Former	-	64	-	64				
English Learners Current	-	61	-	62				
Economically Disadvantaged	43	59	53	57				

## AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	46.1	44.3	67.9	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	30	27.5	80	44.2				
Hispanic/Latino	28	35.5	56	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	43.7	47.1	56.2	66.2				
White/Caucasian	56.6	51.8	73.5	68.4				
Special Education	15.6	16.8	36.7	25.3				
English Learners Current + Former	-	32.7	-	48.3				
English Learners Current	-	17.3	-	28.1				
Economically Disadvantaged	29.6	33.3	48.1	50.3				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



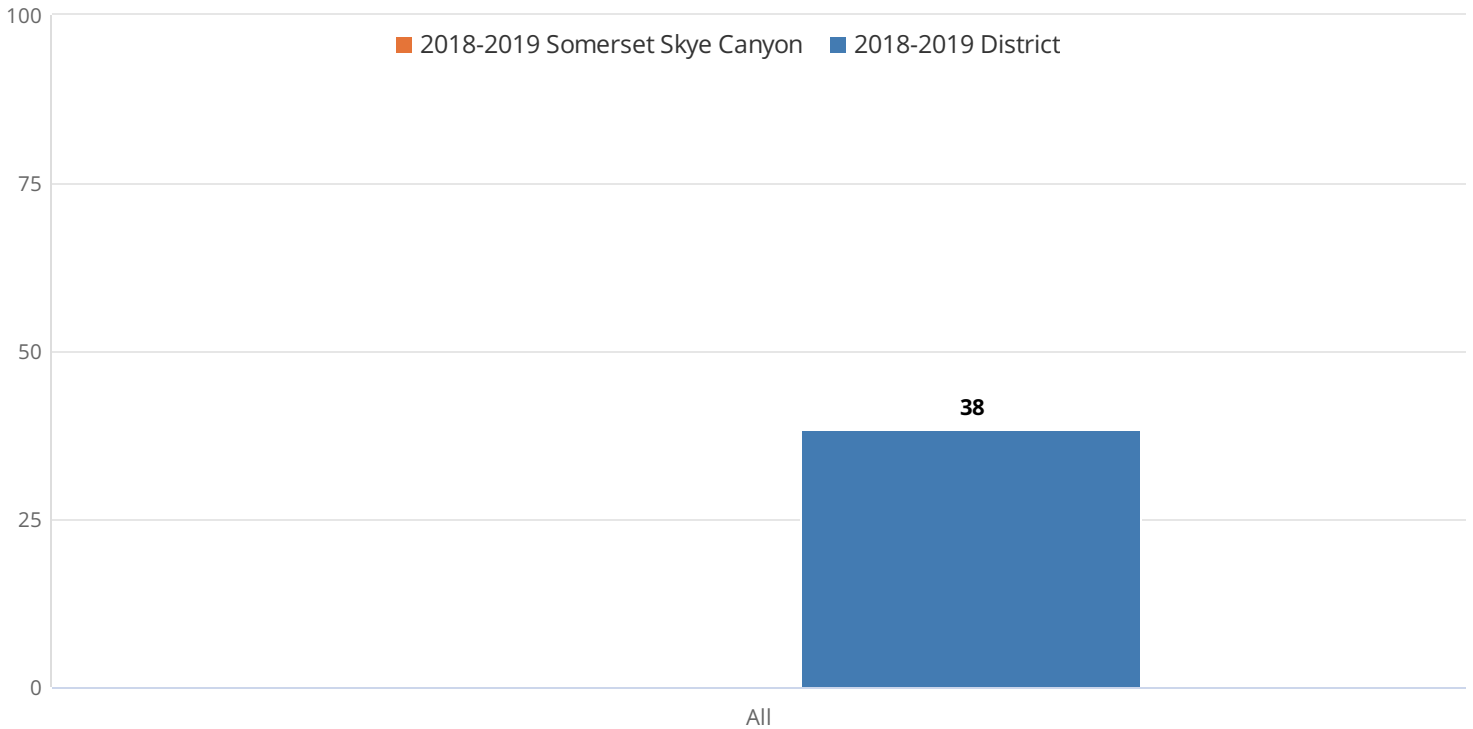
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 9/10      ELA AGP Points Earned: 10/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	23.1	21.8	35.3	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	-	15	-	22				
Hispanic/Latino	13.8	21.5	34.6	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	-	19.8	-	32.8				
White/Caucasian	34.1	24.8	41.6	38.3				
Special Education	6.2	9.6	28.5	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	12.5	-	22.1				
Economically Disadvantaged	6.5	19.5	15.3	29.1				



**Student Engagement**

15/15

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

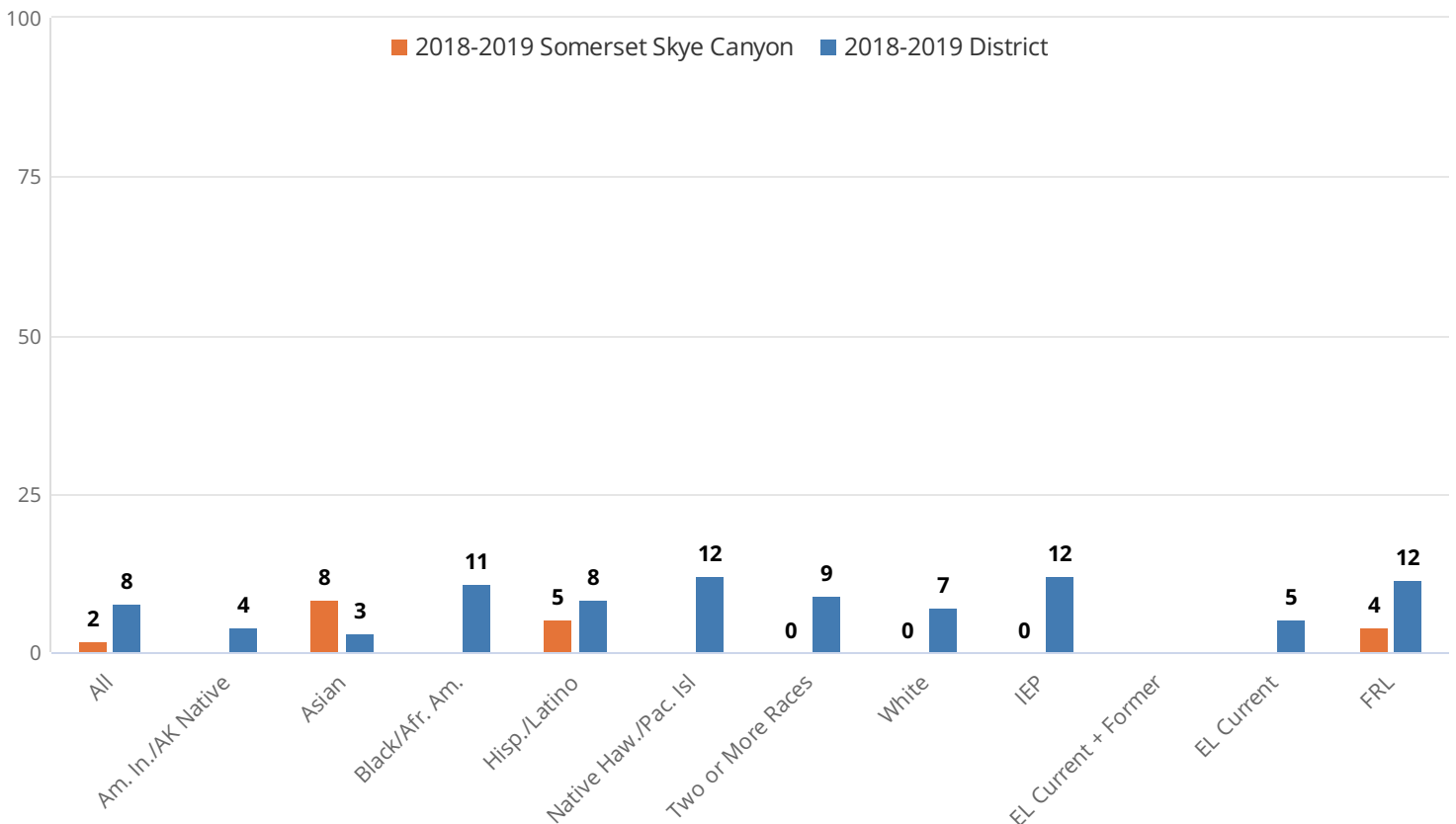
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	1.9	7.9		
American Indian/Alaska Native	-	4.2		
Asian	8.3	3		
Black/African American	-	11		
Hispanic/Latino	5.4	8.4		
Pacific Islander	-	12		
Two or More Races	0	8.9		
White/Caucasian	0	7.2		
Special Education	0	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	5.2		
Economically Disadvantaged	4.2	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

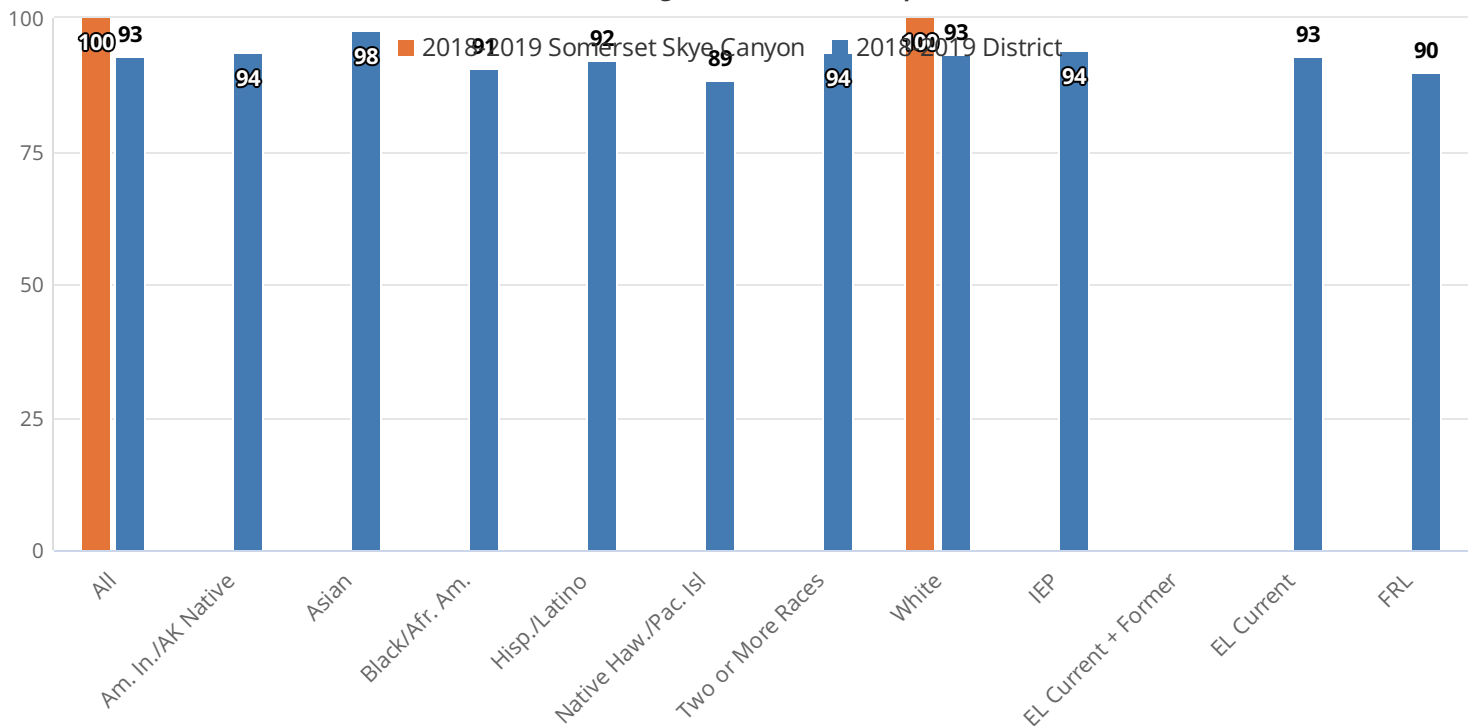
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5		
American Indian/Alaska Native	-	100		
Asian	100	99.7		
Black/African American	-	99.2		
Hispanic/Latino	100	99.5		
Pacific Islander	-	99.5		
Two or More Races	100	99.7		
White/Caucasian	100	99.4		
Special Education	100	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	98.5		
Economically Disadvantaged	100	99.4		

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 3/3**

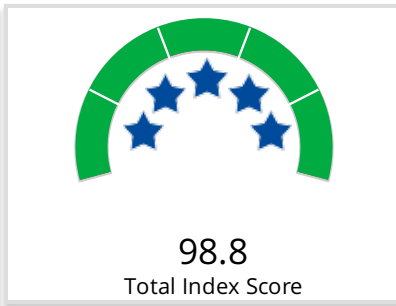
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7		
American Indian/Alaska Native	-	93.7		
Asian	-	97.9		
Black/African American	-	90.5		
Hispanic/Latino	-	92.2		
Pacific Islander	-	88.5		
Two or More Races	-	93.7		
White/Caucasian	100	93.2		
Special Education	-	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	92.7		
Economically Disadvantaged	-	89.7		

**% of Students Meeting 8th Grade Credit Requirements**

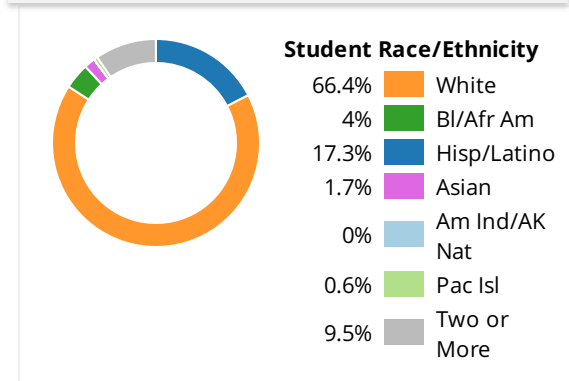


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Elementary School  
*Grade Levels:* OK-12  
*District:* State Public Charter School Authority  
*School Address:* 7038 Sky Pointe Drive Las Vegas, NV 89131

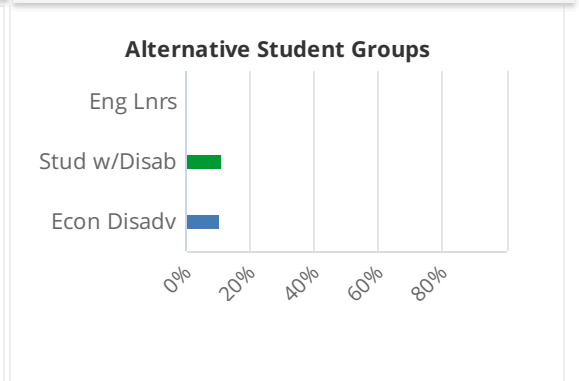


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	70.8 ★★★★★
2016-2017	N/A N/A



### 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.

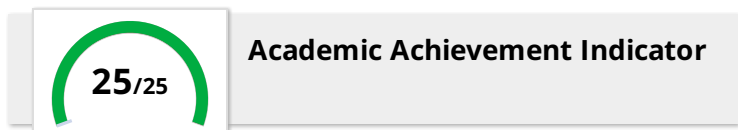
### How are school star ratings determined?

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.

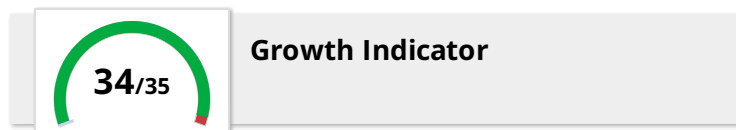
### How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

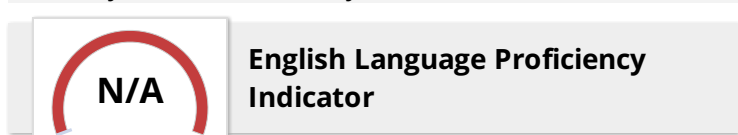
### 2018-2019 School Performance



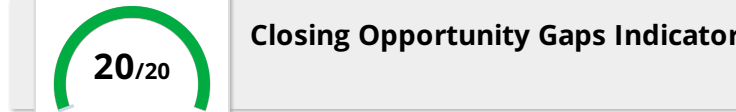
Measure	School Rate	District Rate
Pooled Proficiency	67.7	54
Math Proficiency	70	54.5
ELA Proficiency	72	60.1
Science Proficiency	48.7	34.7
Read-by-Grade-3 Proficiency	68	56.7



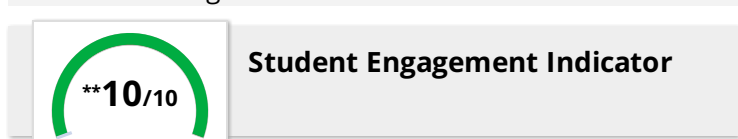
Measure	School Median	District Median
Math MGP	68	55
ELA MGP	64	52
	School Rate	District Rate
Met Math AGP Target	71.7	49.7
Met ELA AGP Target	75.5	59.7



Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	51.2	27.8
Math AGP Target		
Prior Non-Proficient Met	65.9	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	5.7	8
Climate Survey Participation	96	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

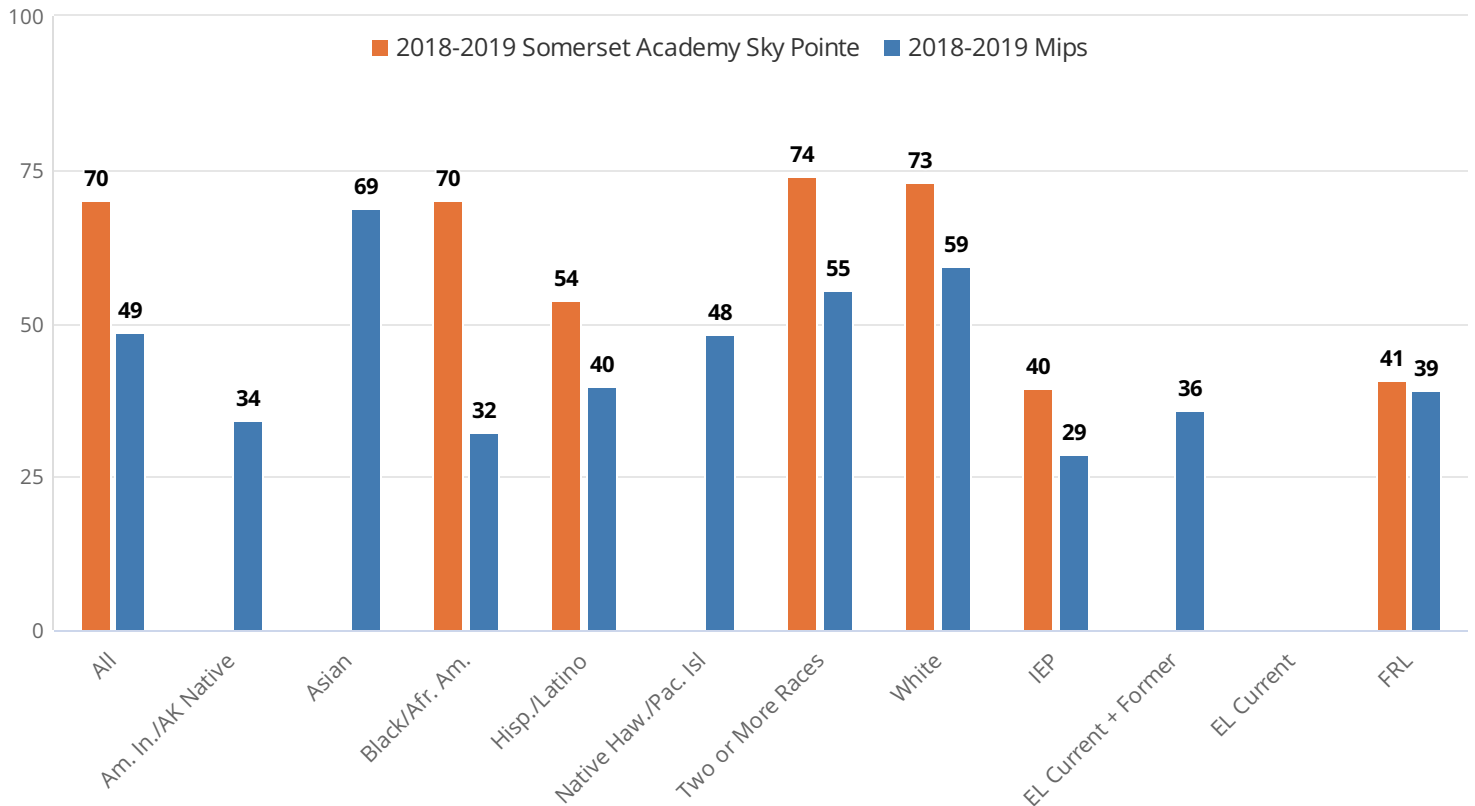
**Pooled Proficiency Points Earned: 20/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	67.7	54	63.4	52.9

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	70	54.5	48.5	68.7	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	70	31.3	32.3	28.5	30.6	28.8
Hispanic/Latino	53.7	44.6	39.6	53.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	74	58.2	55.3	71.4	59	52.9
White/Caucasian	73	62.2	59.3	73.5	61.1	57.2
Special Education	39.5	27.3	28.6	54.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	40.8	39.7	39	-	33.1	35.7

**Math Assessments  
% Proficient**





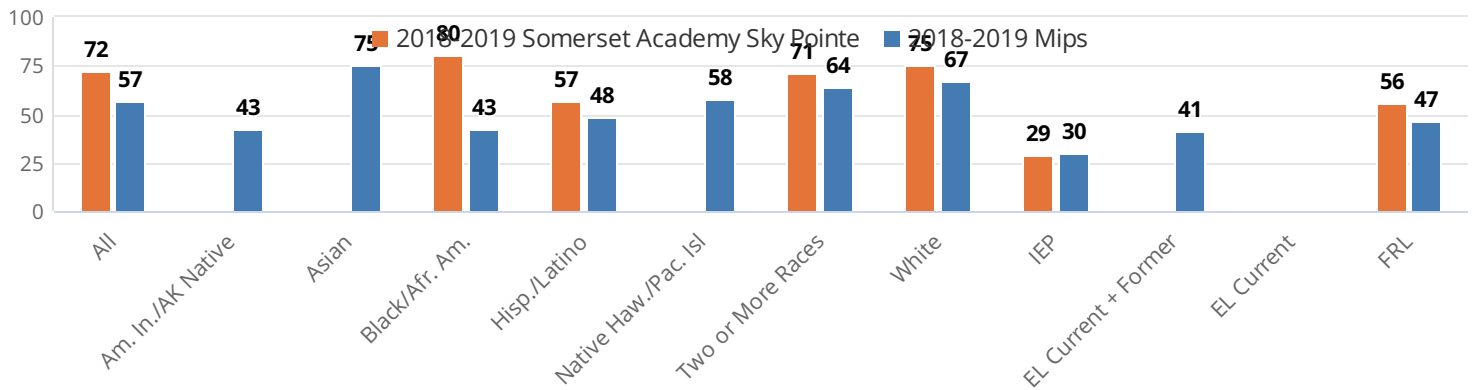


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	72	60.1	57	65.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	80	40.8	42.6	38.4	40.5	39.6
Hispanic/Latino	56.8	51.1	48.2	46.7	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	70.9	63.7	64.4	64.2	67.1	62.6
White/Caucasian	75	66.7	67.4	70.4	65	65.7
Special Education	29.1	26.6	30	48.1	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	55.5	45.3	46.8	-	40.4	44

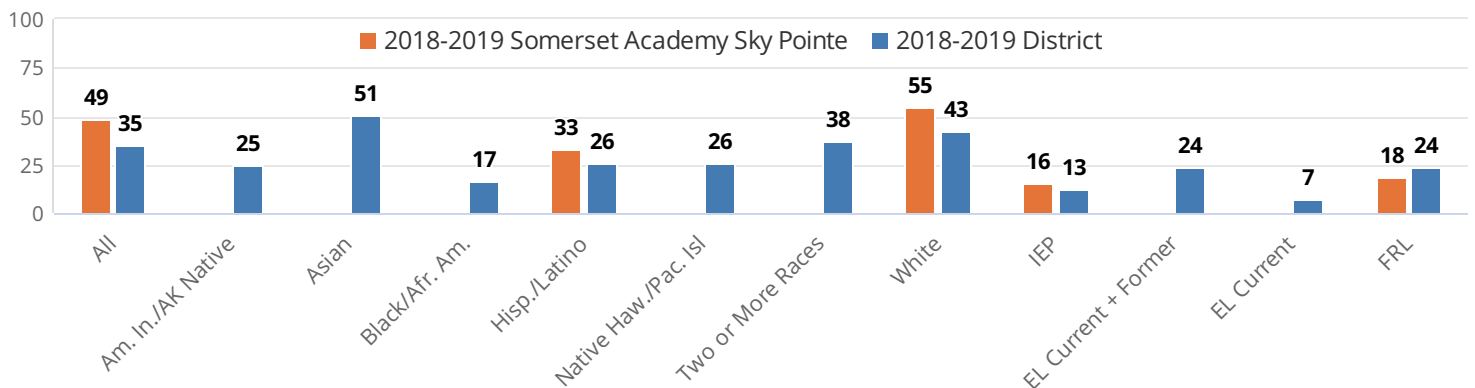
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	48.7	34.7	43.1	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	20	14.6
Hispanic/Latino	33.2	25.8	33.3	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	54.7	42.7	44.2	43.8
Special Education	15.6	12.5	45.8	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	18.1	23.8	-	17.3

Science Assessments  
% Proficient





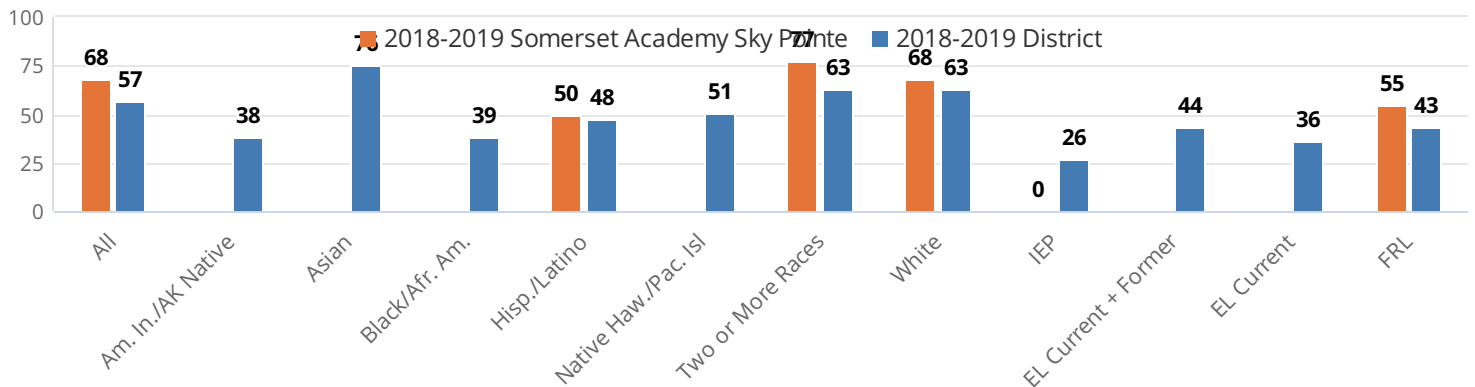
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	68	56.7	55.6	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	50	47.5	38.1	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	76.9	63.1	45.4	64.3
White/Caucasian	67.9	62.6	60.2	62.6
Special Education	0	26.3	38.7	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	54.5	43.2	-	37.5

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	82.2	65
1st Grade	78.4	55
Kindergarten	73	61



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	91.7%	91.7%	-	-



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### MGP Growth Data

**Math MGP Points Earned: 10/10**    **ELA MGP Points Earned: 9/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	68	55	64	52	51	53	39	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	38	45	19	44
Hispanic/Latino	69	54	59	51	50.5	49	36.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	71	53	75	50	47	53	55	51.5
White/Caucasian	68	57	66	54	55	55	40	49
Special Education	58.5	51	66	42	59	49	40	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	53.5	53	65	47	-	46	-	46

### AGP Growth Data

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 7.5/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	71.7	49.7	75.5	59.7	63.4	48.6	59.3	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	36.3	28.8	41.6	41.3
Hispanic/Latino	62.2	43	66.5	54.2	59.5	37.8	47.6	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	70.5	50.2	76.4	59.3	52.9	51.2	64.7	60.7
White/Caucasian	74.7	56.1	77.7	65	66.6	53.7	62.3	58.7
Special Education	44.3	28.3	55.5	34.5	55.7	29.5	49	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	45.3	38.2	68	47.7	-	29.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



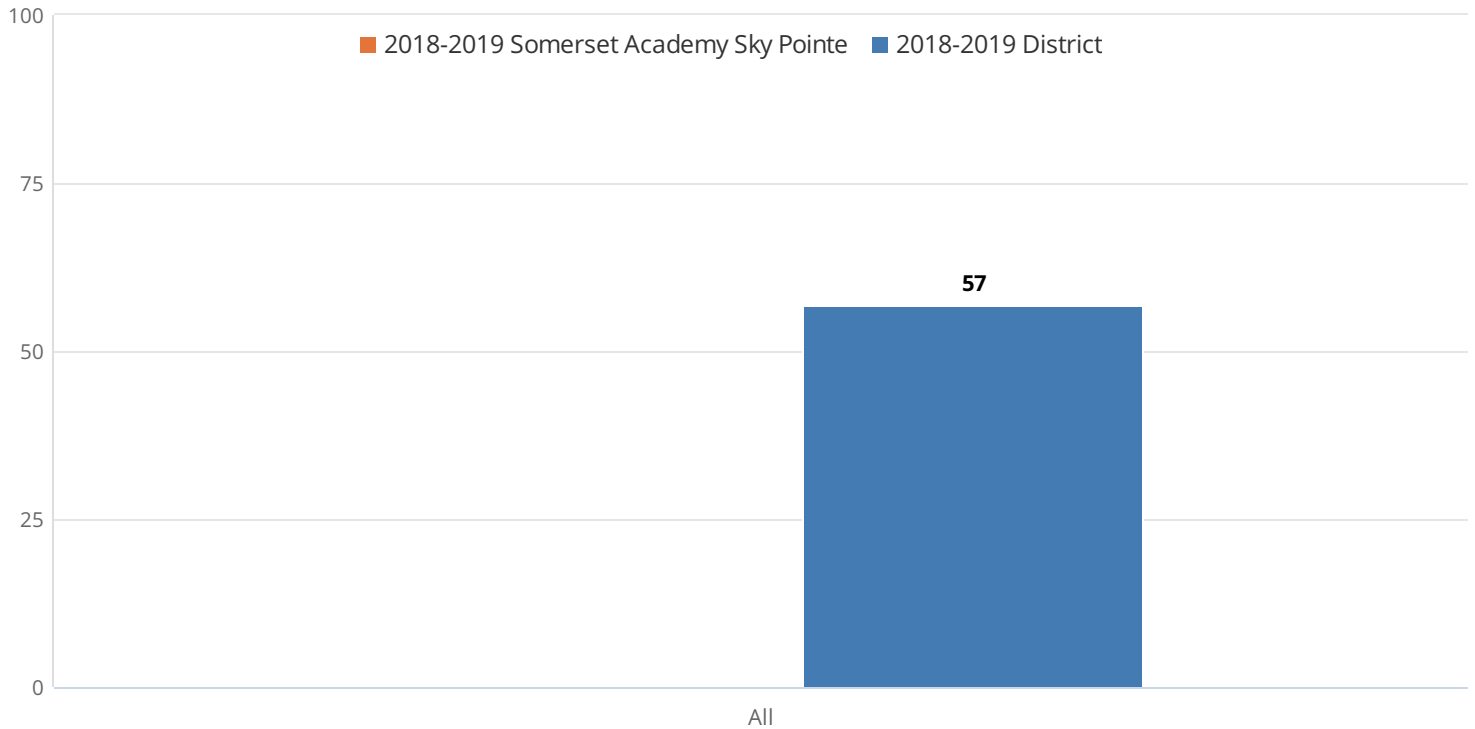
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 10/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	51.2	27.8	65.9	39.2	33.3	27	29	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	50	26	57.1	37	40	22.6	20	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	55.2	32.2	70.9	45.7	36.3	31.5	30.5	38.7
Special Education	21.6	16.3	50	22.3	30.7	15.5	18.7	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	10	23	64.2	32.2	16.6	20	30.7	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

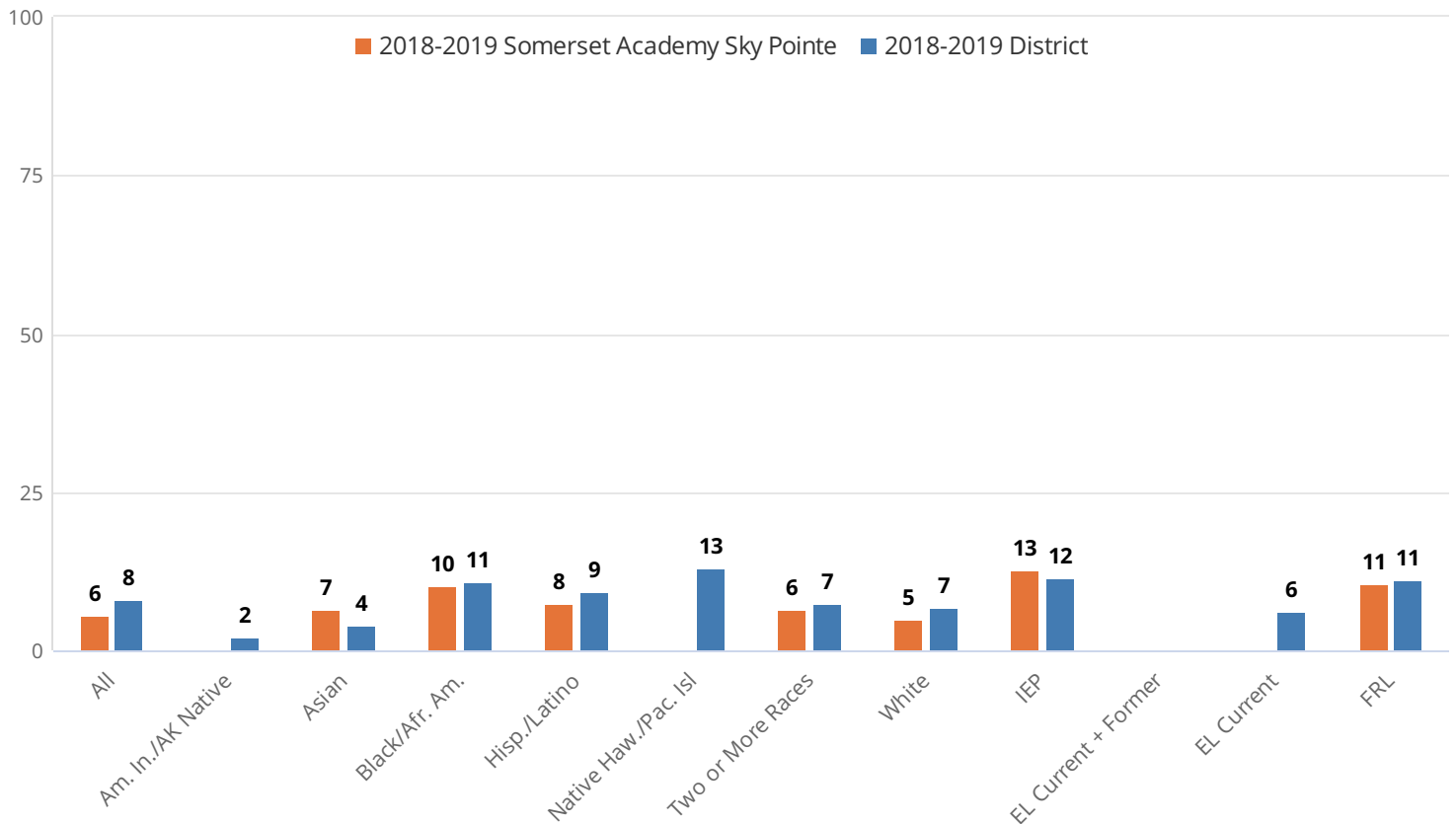
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9.5/10**

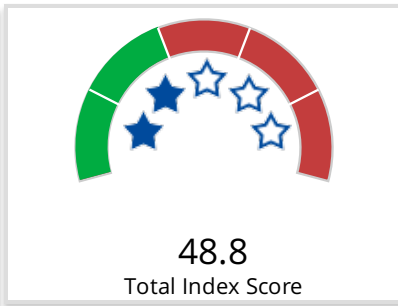
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5.7	8	10.1	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	6.5	4.2	16.6	4.9
Black/African American	10.3	11	19.4	14.5
Hispanic/Latino	7.5	9.4	12.3	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	6.4	7.4	5.5	9
White/Caucasian	5	6.9	9.5	9
Special Education	12.9	11.5	15.2	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	10.5	11.1	-	15.9

**Reducing Chronic Absenteeism by 10% Points Earned: 1**

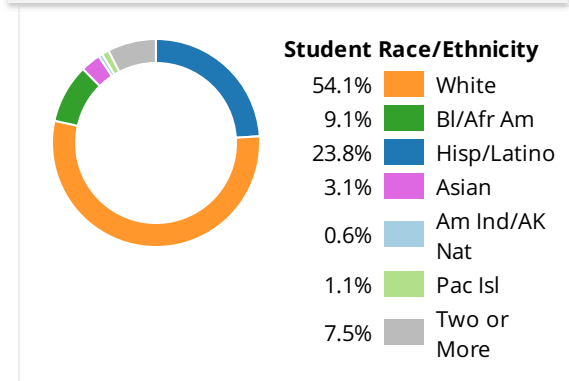
Chronic Absenteeism Rate (%)



*School Level:* High School  
*Grade Levels:* OK-12  
*District:* State Public Charter School Authority  
*School Address:* 7038 Sky Pointe Drive Las Vegas, NV 89131

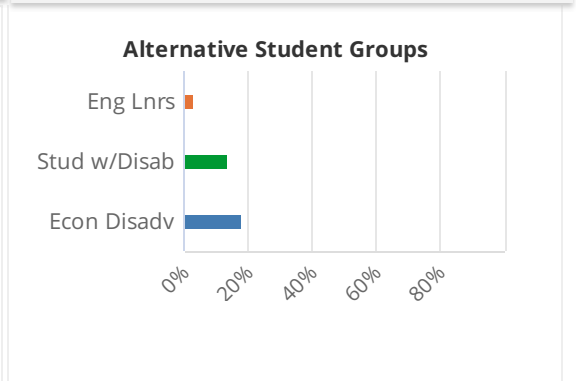


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	66.3 ★★★★★
2016-2017	N/A N/A



### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention.

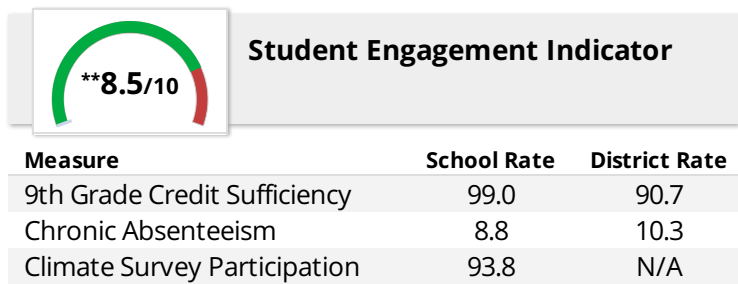
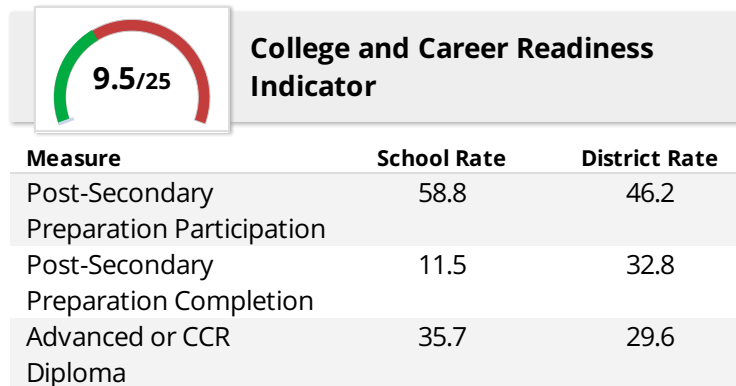
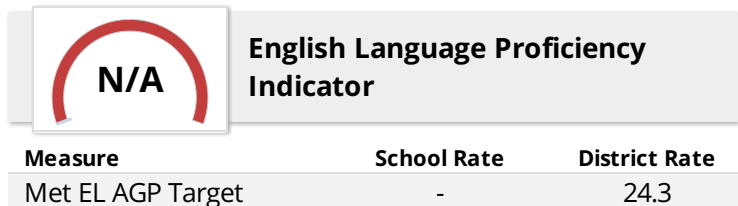
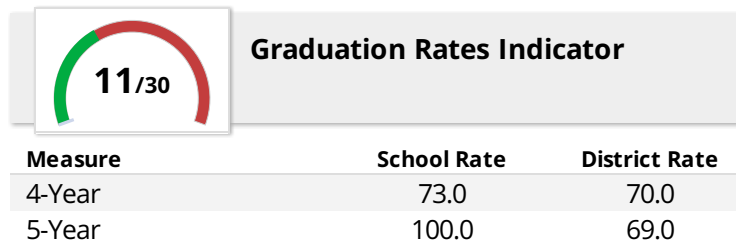
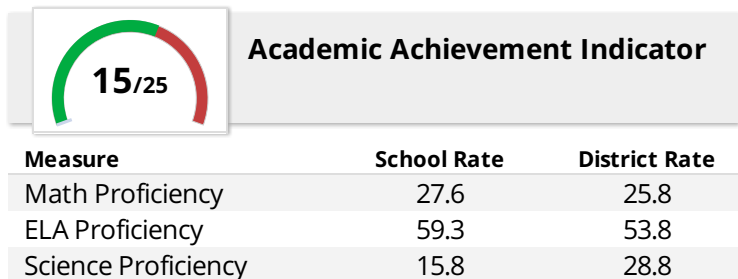
### How are school star ratings determined?

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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★★
- At or above 82 ★★★★★★

### 2018-2019 School Performance

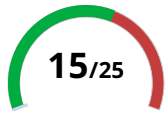


\*\* Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.





## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

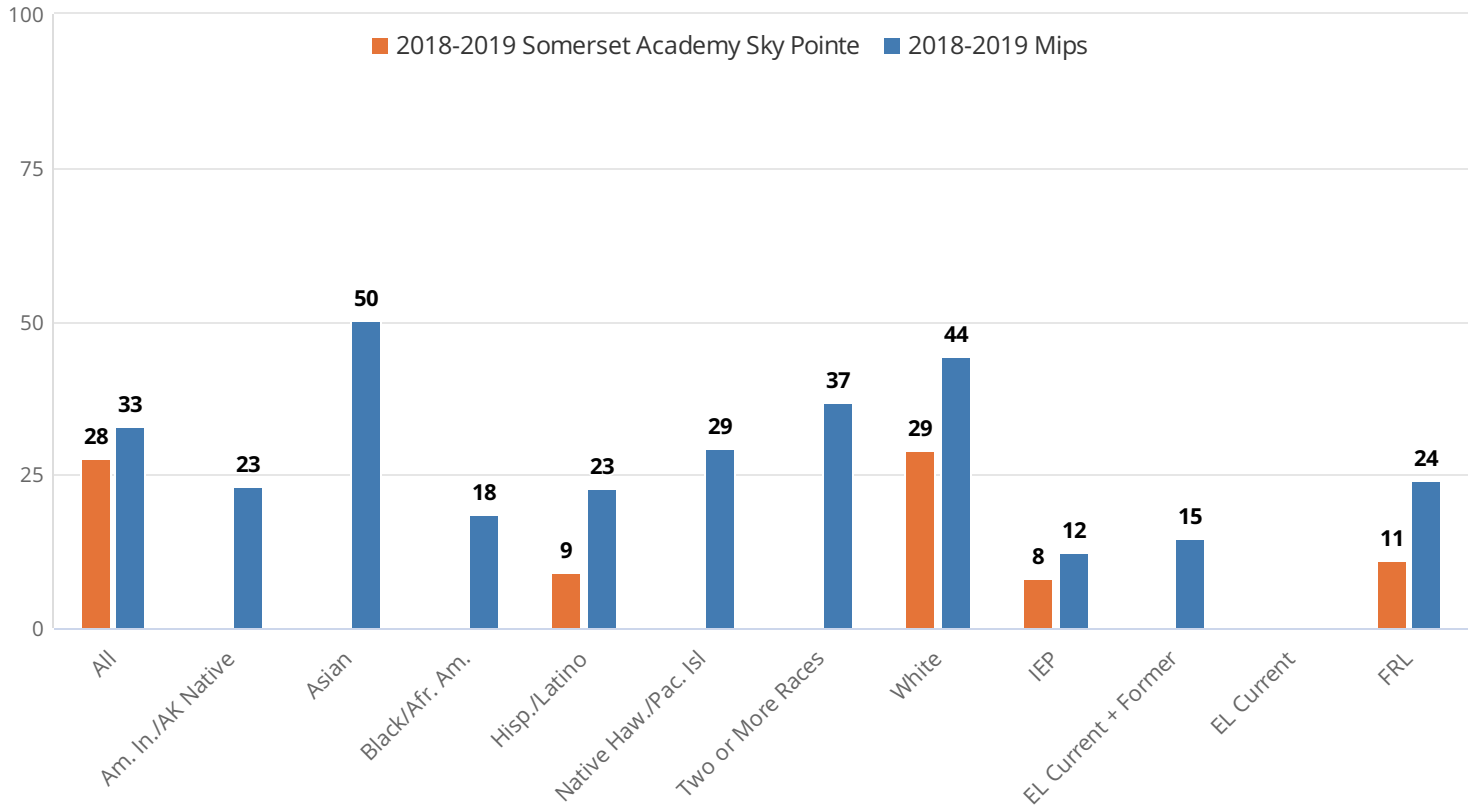
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Math Proficient

**Math Proficient Points Earned: 4.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	27.6	25.8	32.83	20	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	0	6.2	14.12
Hispanic/Latino	9	18.5	22.93	16.1	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	29.1	32	44.25	25.3	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	11	14.5	24	-	13.3	20.01

Math Assessments  
% Proficient



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



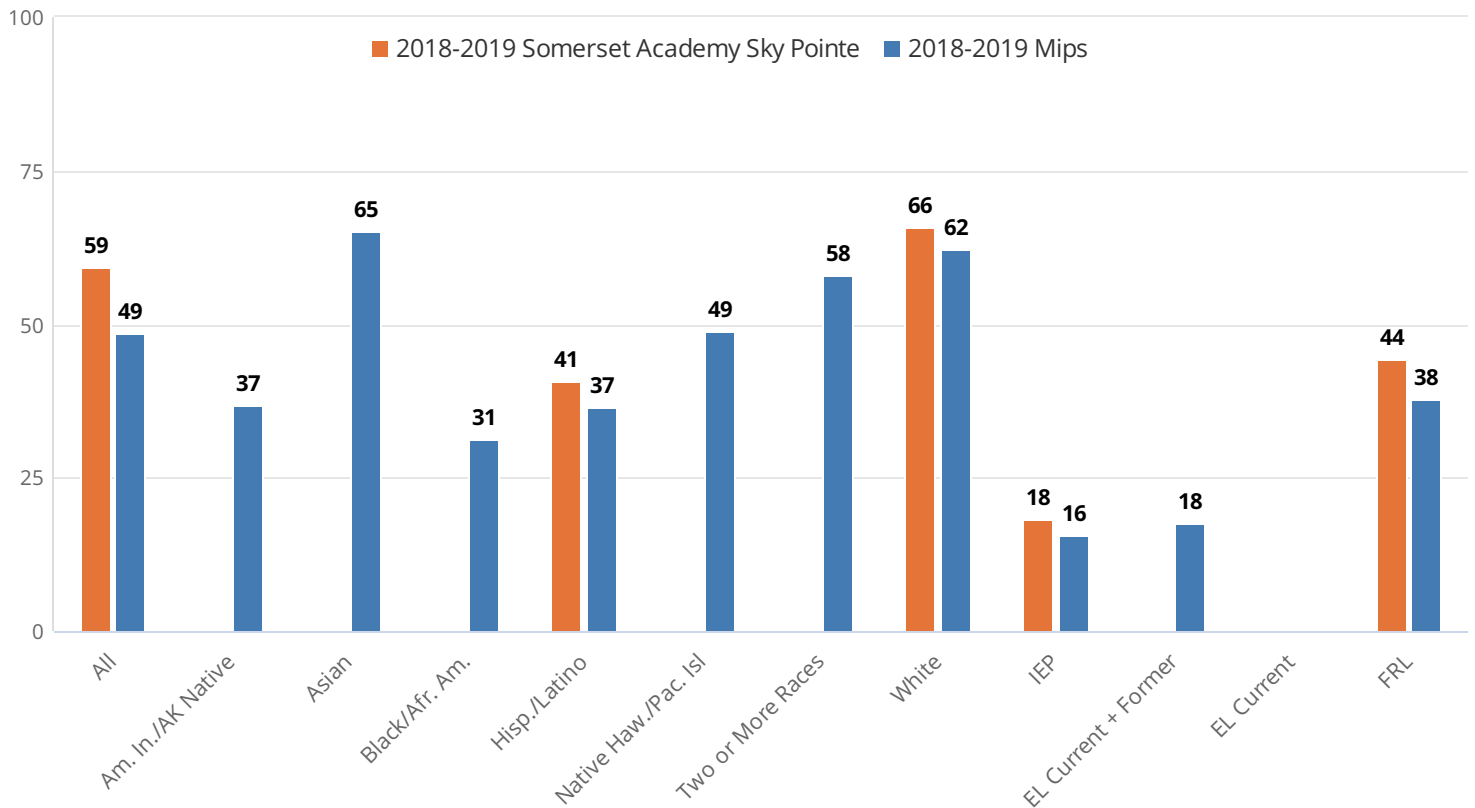
Academic Achievement

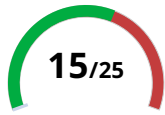
ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.3	53.8	48.54	44.3	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	18.1	21.6	27.78
Hispanic/Latino	40.8	47.2	36.5	36.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	65.7	59.7	62.25	53.5	50	60.26
Special Education	18.1	18.8	15.71	5.8	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5	-	-	9.7	6.9
Economically Disadvantaged	44.3	41.8	37.66	-	31.2	34.37

ELA Assessments  
% Proficient





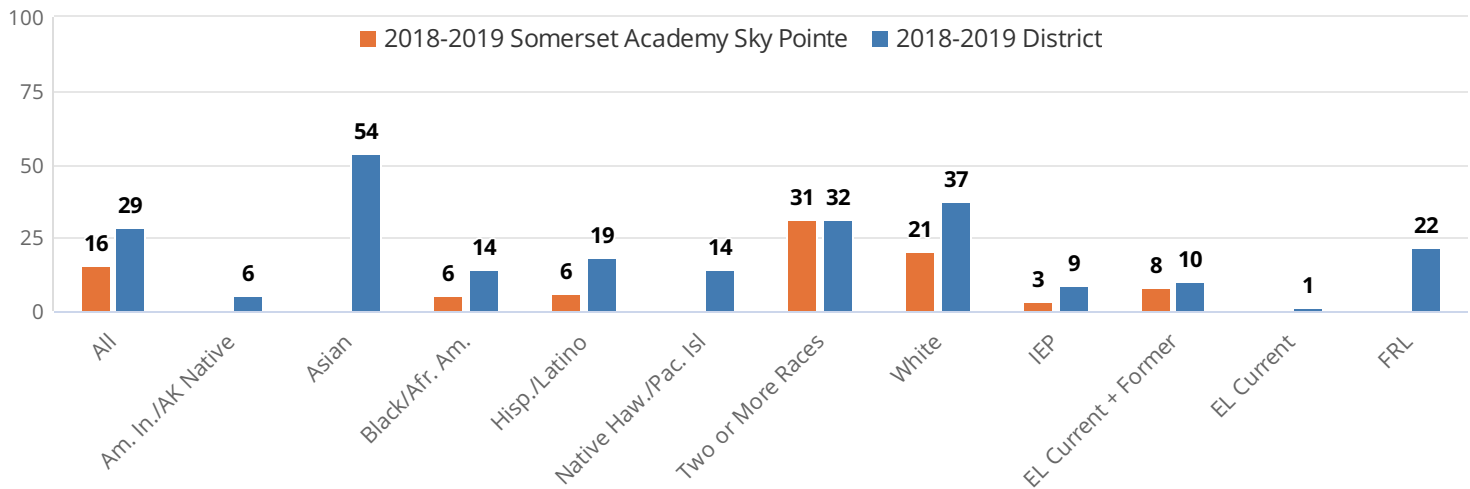
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 0.5/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	15.8	28.8	27.5	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	30	48.2
Black/African American	5.5	14	12.9	18.7
Hispanic/Latino	6	18.5	19.4	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	31.1	31.5	37.5	36.9
White/Caucasian	20.5	37.2	33.1	39.7
Special Education	3.3	9	7.3	12.9
English Learners Current + Former	8.3	9.9	5.2	8.5
English Learners Current	-	1.1	0	4.1
Economically Disadvantaged	-	21.8	42.8	26.4

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

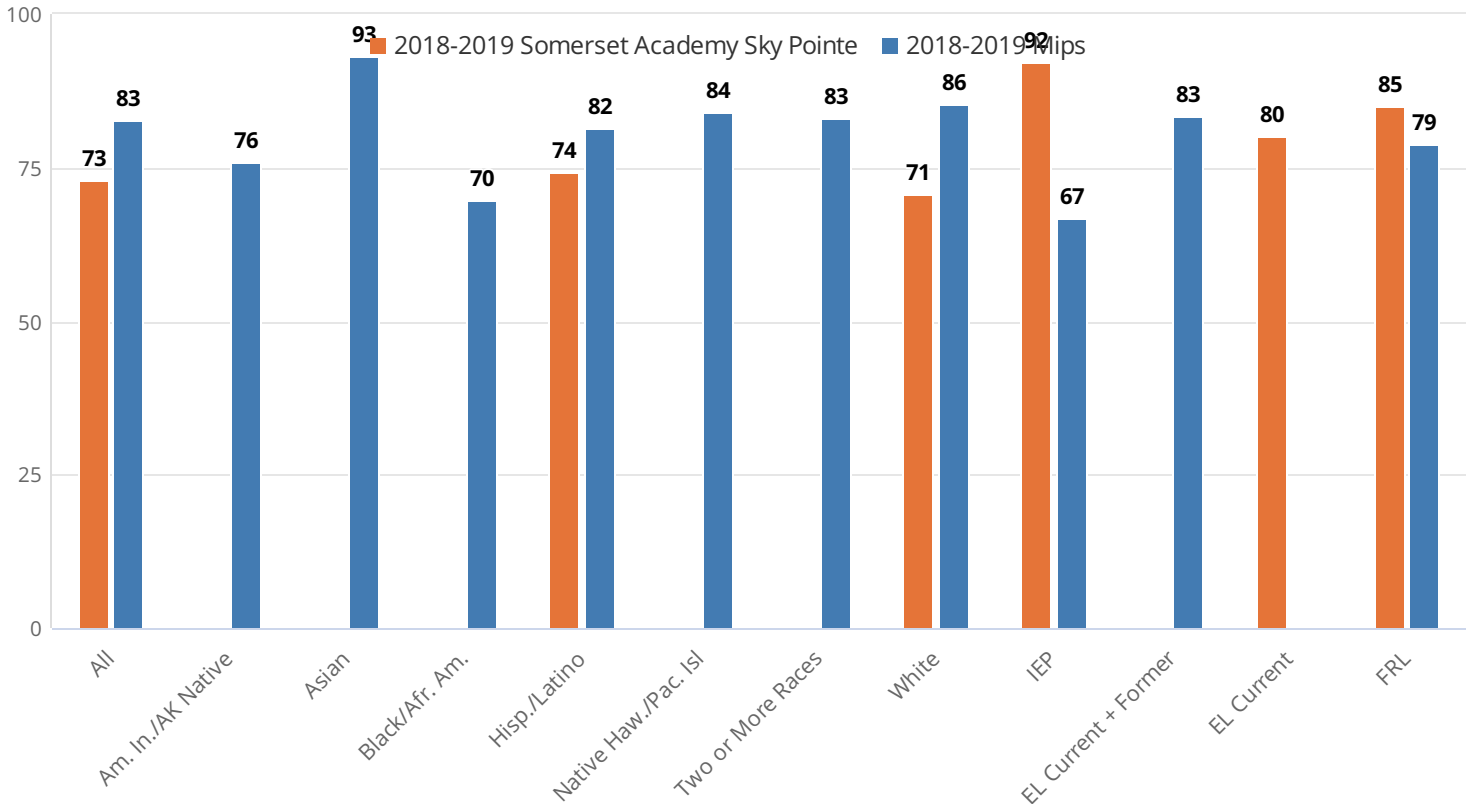
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

**4-Year ACGR Data**

**4-Year ACGR Points Earned: 6/25**

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	73	70	82.6	100	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	-	82.7	93.3	-	84.1	93.1
Black/African American	-	59.6	69.8	-	58.5	67.7
Hispanic/Latino	74.2	68.9	81.5	100	59.5	79.7
Pacific Islander	-	63.2	83.9	-	46.6	82.3
Two or More Races	-	68.9	83	-	66.3	81.3
White/Caucasian	70.7	71.9	85.5	100	68.6	84.2
Special Education	92.2	61.7	66.9	-	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	80	68.4	-	-	62.2	-
Economically Disadvantaged	85	65	78.7	100	56.5	76.8

**Graduation Rates**  
4-year ACGR





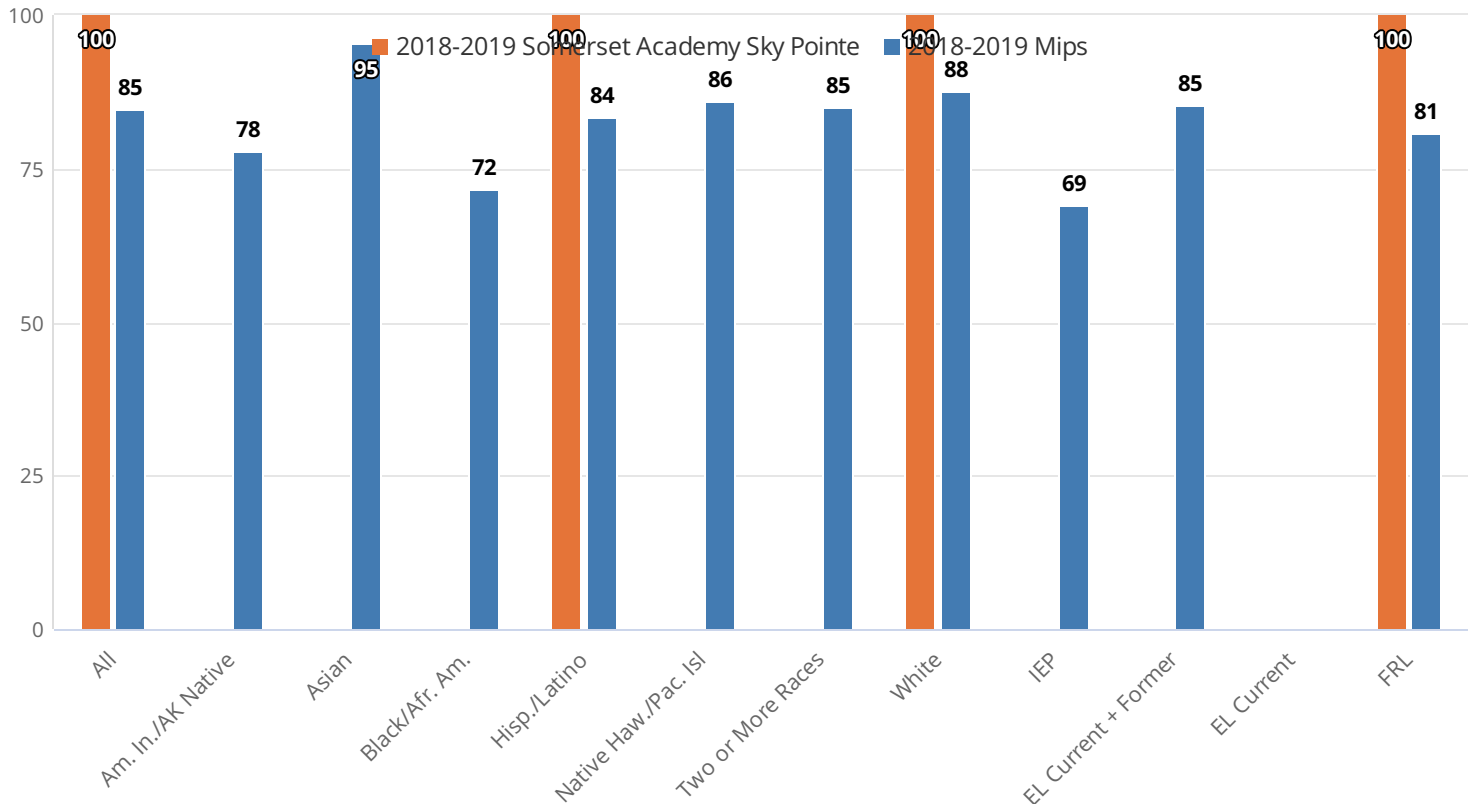
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	100	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	-	80.9	95.3	N/A	84.6	95.1
Black/African American	-	67.4	71.8	N/A	54	69.7
Hispanic/Latino	100	64.4	83.5	N/A	70.1	81.7
Pacific Islander	-	52	85.9	N/A	69.2	84.3
Two or More Races	-	72	85	N/A	54.2	83.3
White/Caucasian	100	71	87.5	N/A	68.1	86.2
Special Education	-	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	-	64		N/A	52	
Economically Disadvantaged	100	61.3	80.7	N/A	58.5	78.8

Graduation Rates  
5-year ACGR



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



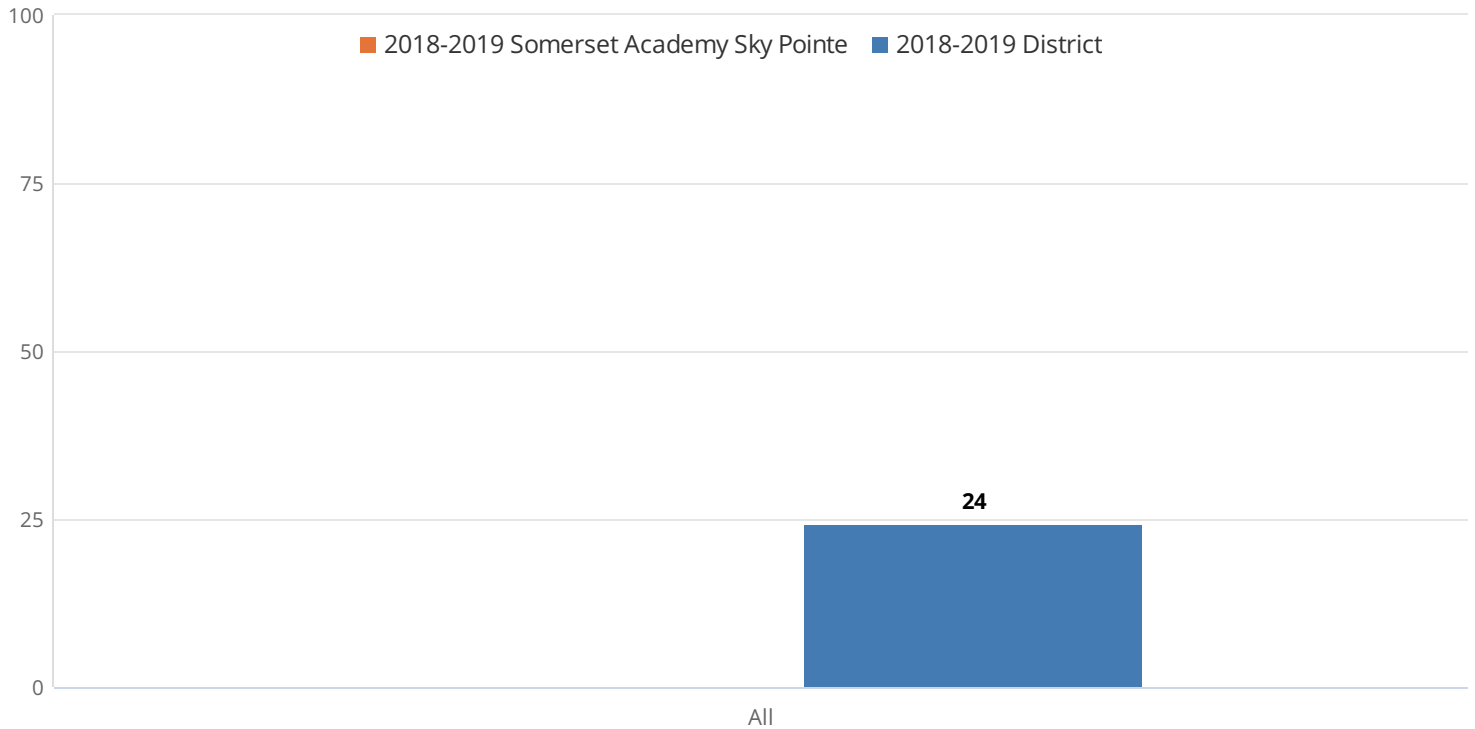
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	24.3	-	-	26.8

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

**Post-Secondary Preparation Participation** **Post-Secondary Preparation Participation Points Earned: 4.5/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	58.8	46.2	70.1	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	10	27.5	-	25.6
Hispanic/Latino	67.7	48.6	73	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	62.8	46.2	72.1	37.6
Special Education	5.5	25	27.2	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	-	40	-	28.1

**Post-Secondary Preparation Completion** **Post-Secondary Preparation Completion Points Earned: 2/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	11.5	32.8	14.4	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	0	20.1	-	13.1
Hispanic/Latino	3.5	30.8	7.6	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	16.1	33.2	18	25.6
Special Education	0	21.3	0	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	-	28.8	-	18



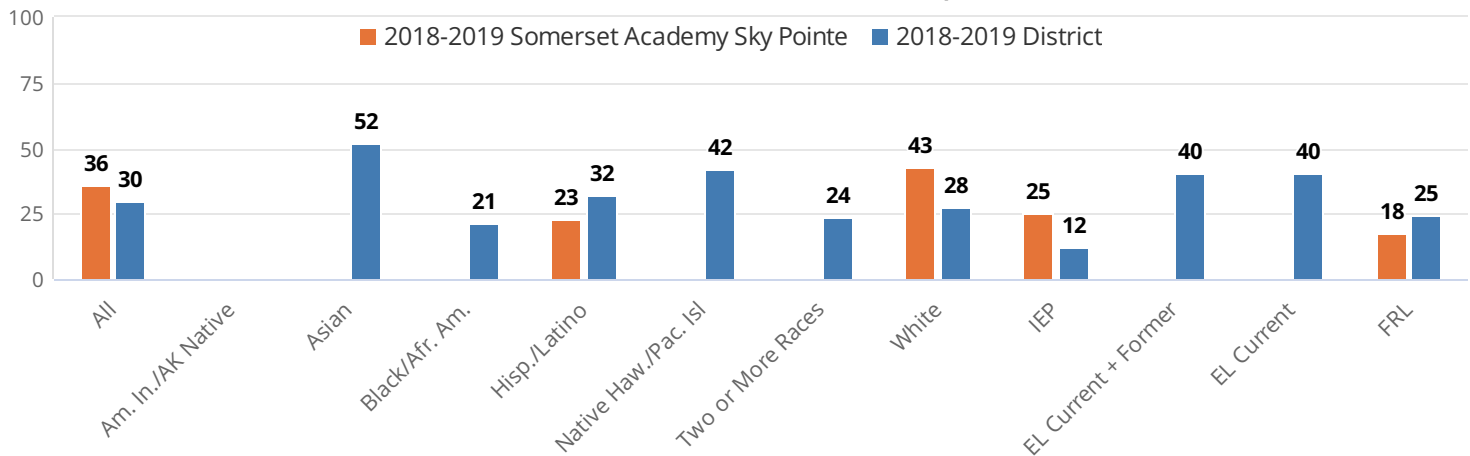
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	35.7	29.6	28.3	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	-	46.2
Black/African American	-	21.3	-	20
Hispanic/Latino	23	32.2	30	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	-	27.9
White/Caucasian	42.7	27.5	30.5	24.5
Special Education	25	12.3	-	9.8
English Learners Current + Former	-	40.3	-	27.5
English Learners Current	-	40.3	-	27.5
Economically Disadvantaged	17.6	24.6	16.6	18.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	58.8	11.5	0	11.5	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	10	0	0	0	0	0	0	0
Hispanic/Latino	67.7	3.5	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	62.8	16.1	0	0	0	0	0	0
Special Education	5.5	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.





## Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

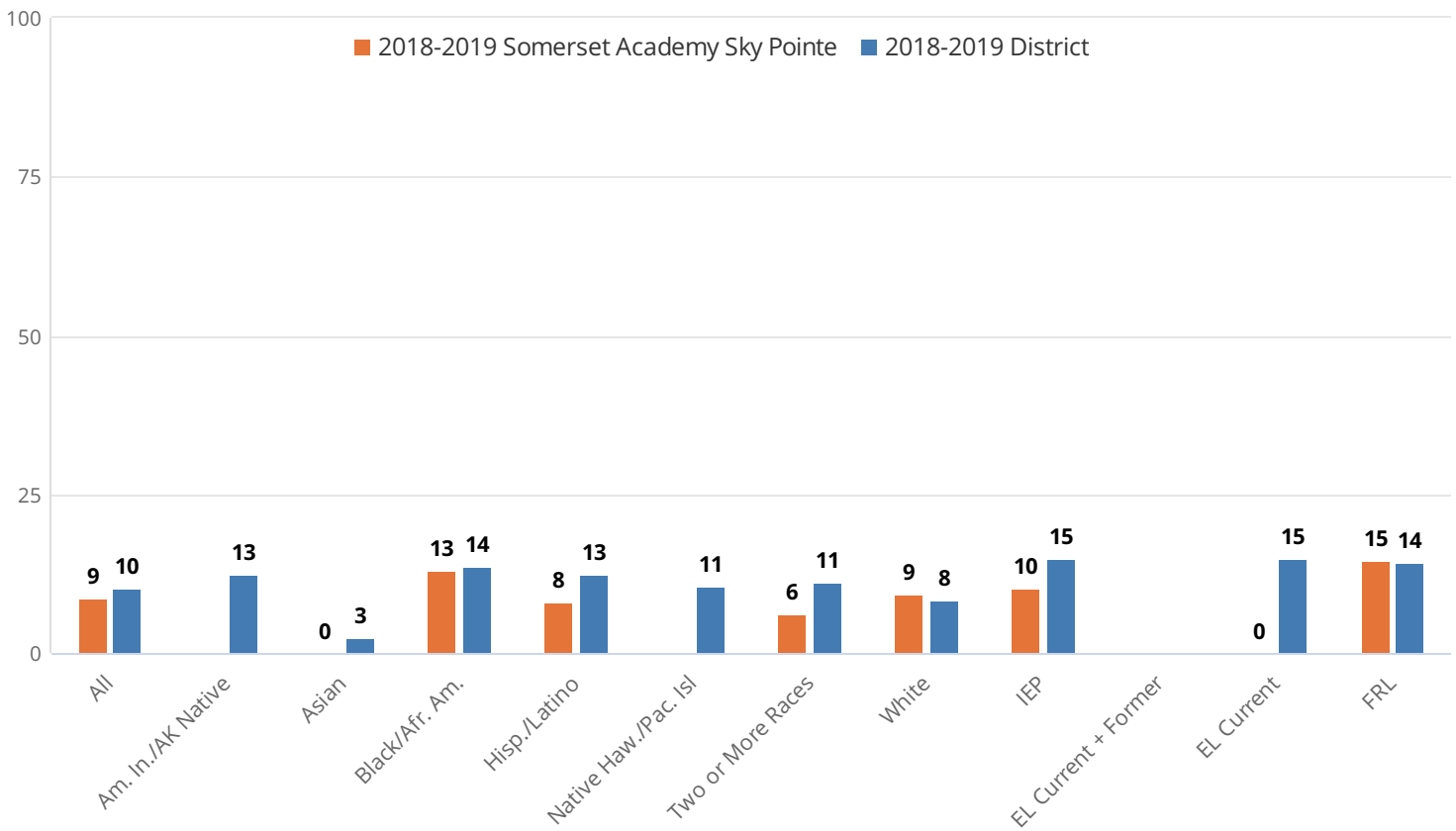
### Chronic Absenteeism

**Chronic Absenteeism Points Earned: 4/5**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.8	10.3	14	21
American Indian/Alaska Native	-	12.6	-	30
Asian	0	2.6	0	11.9
Black/African American	13.1	13.8	11.7	27
Hispanic/Latino	8	12.5	11	24.2
Pacific Islander	-	10.5	18.1	25
Two or More Races	6.2	11.1	13.8	20.7
White/Caucasian	9.3	8.4	15.9	18.3
Special Education	10.4	15.1	12.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	15	0	29.3
Economically Disadvantaged	14.6	14.3	-	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5

**Chronic Absenteeism Rate (%)**





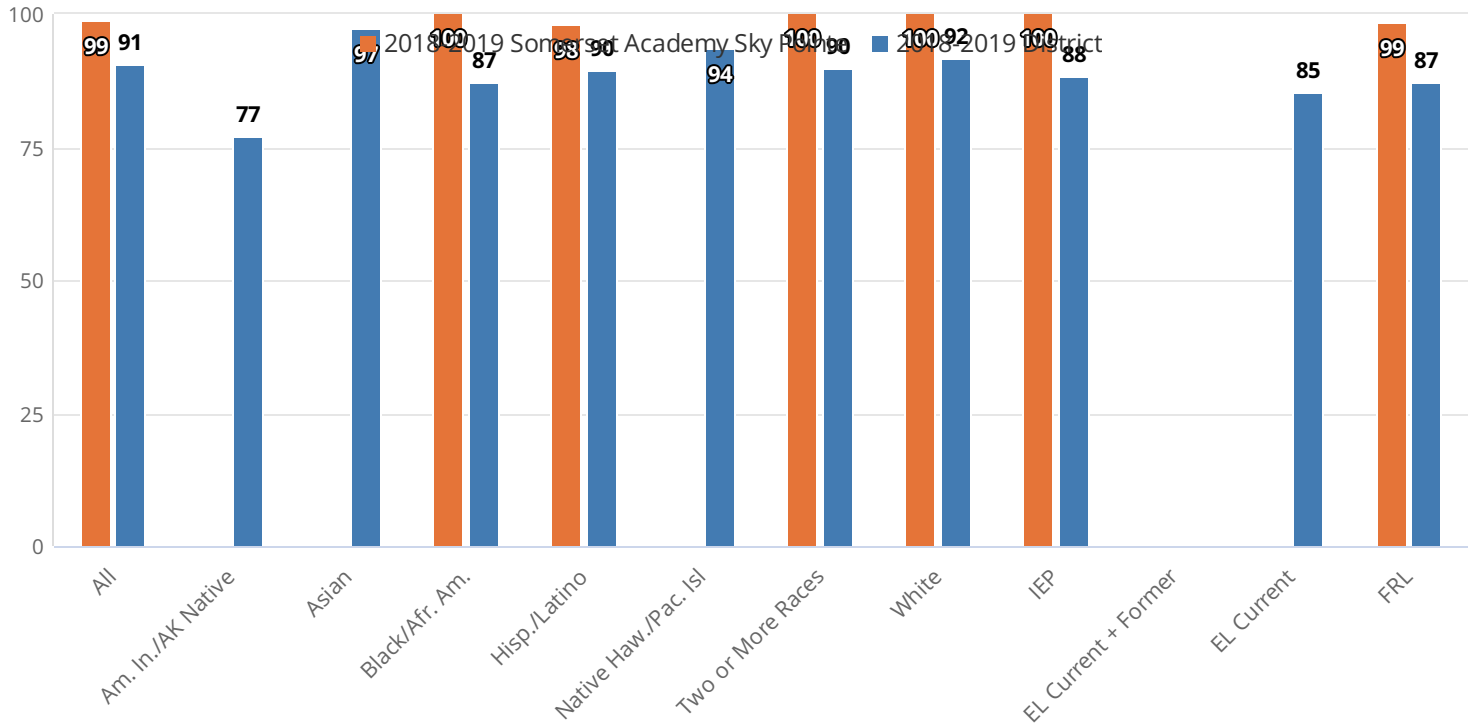
**Student Engagement**

**9<sup>th</sup> Grade Credit Sufficiency**

**9<sup>th</sup> Grade Credit Sufficiency Points Earned 4/5**

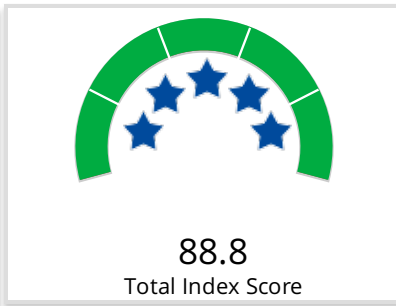
Groups	2019 % 9 <sup>th</sup> Grade Credit Sufficiency	2019 % 9 <sup>th</sup> Grade Credit Sufficiency District	2018 % 9 <sup>th</sup> Grade Credit Sufficiency	2018 % 9 <sup>th</sup> Grade Credit Sufficiency District
All Students	99	90.7	N/A	87.3
American Indian/Alaska Native	-	76.9	N/A	87.5
Asian	-	97.2	N/A	94.7
Black/African American	100	87.2	N/A	82.6
Hispanic/Latino	98	89.5	N/A	87
Pacific Islander	-	93.7	N/A	86.4
Two or More Races	100	89.7	N/A	88.6
White/Caucasian	100	91.7	N/A	87.8
Special Education	100	88.2	N/A	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	N/A	82.4
Economically Disadvantaged	98.5	87.2	N/A	82.4

**% of Students Meeting 9<sup>th</sup> Grade Credit Requirements**

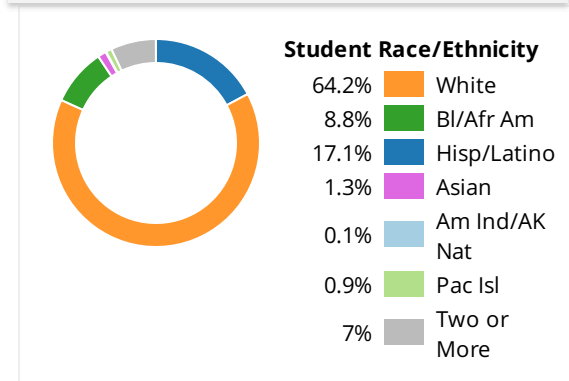


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Middle School  
*Grade Levels:* OK-12  
*District:* State Public Charter School Authority  
*School Address:* 7038 Sky Pointe Drive Las Vegas, NV 89131

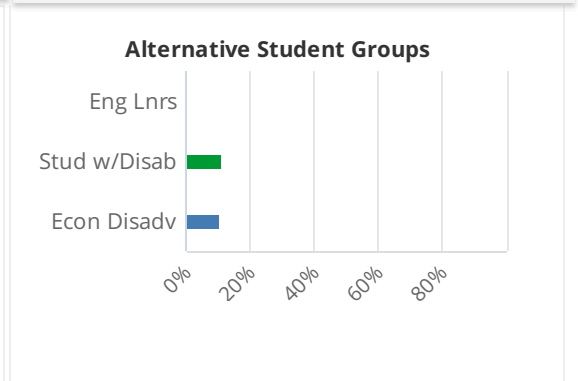


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	59.2 ★★★★★
2016-2017	N/A N/A



### 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.

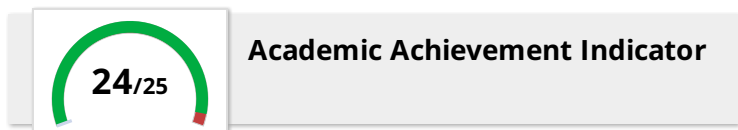
### How are school star ratings determined?

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.

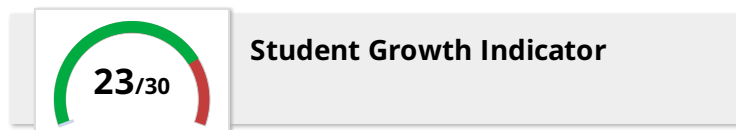
### How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★★
- At or above 80 ★★★★★★

### 2018-2019 School Performance



Measure	School Rate	District Rate
Pooled Proficiency	55.7	50.2
Math Proficiency	46.7	42.6
ELA Proficiency	68.2	59.6
Science Proficiency	45.3	44.7

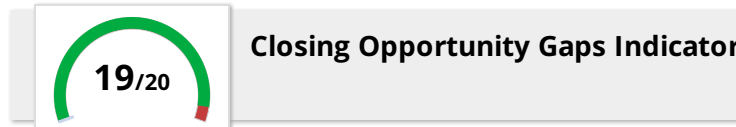


Measure	School Median	District Median
Math MGP	52	58
ELA MGP	55	56

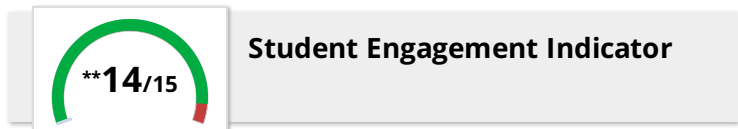
	School Rate	District Rate
Met Math AGP Target	44	44.3
Met ELA AGP Target	66.4	61.3



Measure	School Rate	District Rate
Met EL AGP Target	-	38.3



Measure	School Rate	District Rate
Prior Non-Proficient Met	22.8	21.8
Math AGP Target		
Prior Non-Proficient Met	42.2	32.7
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	2.9	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	88	92.7
Climate Survey Participation	92.9	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.  
 Climate Survey Participation is not a point-earning measure.



## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Pooled Proficiency

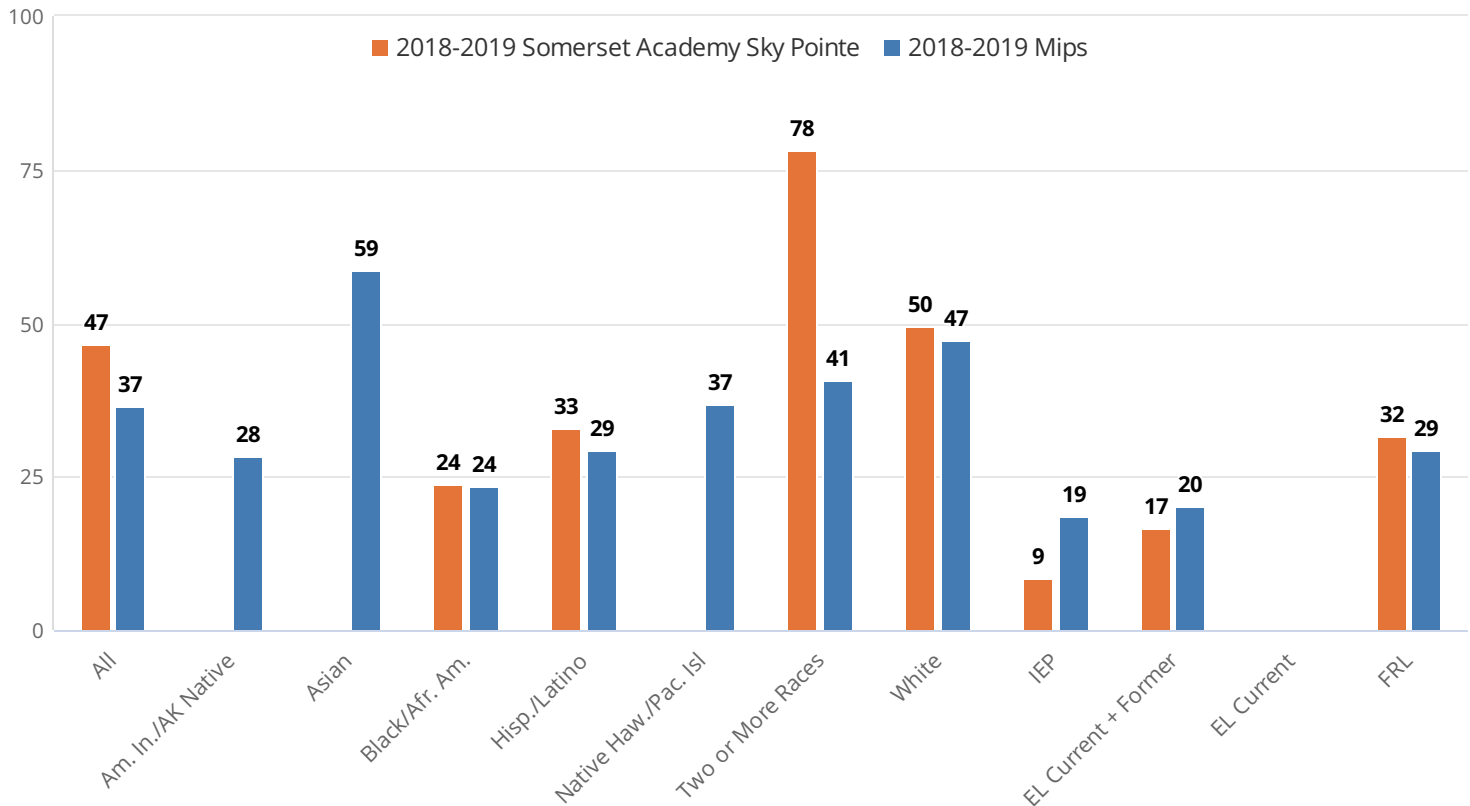
**Pooled Proficiency Points Earned: 24/25**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	55.7	50.2	48.3	46.3

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.7	42.6	36.5	36.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	23.8	24.1	23.5	20.4	17.7	19.5
Hispanic/Latino	32.8	31.8	29.3	26.5	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	78.2	47.2	40.6	60	41.5	37.5
White/Caucasian	49.6	51.2	47.1	39.1	44.4	44.4
Special Education	8.5	12	18.6	3.6	11.5	14.3
English Learners Current + Former	16.6	26.8	20.2	18.1	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	31.5	29	29.2	-	21.7	25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

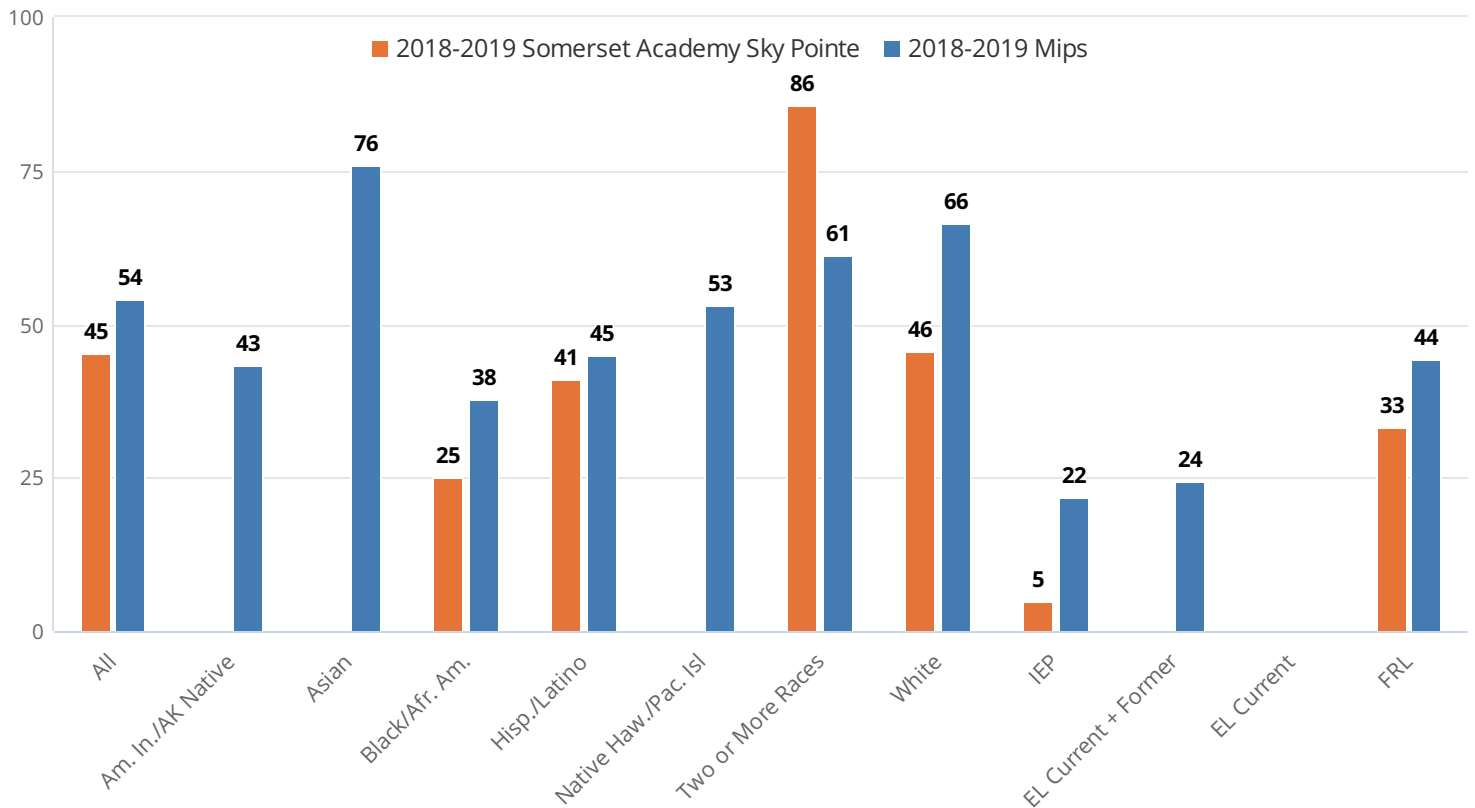


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.2	59.6	54.1	58.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	50	40.1	37.8	45.4	38.4	34.5
Hispanic/Latino	54.8	50.2	45.1	49.3	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	78.2	66.7	61.3	70	61	59.2
White/Caucasian	73.4	67.7	66.3	62.2	63.5	64.6
Special Education	17.1	19.8	21.9	18.1	20.7	17.8
English Learners Current + Former	58.2	42.7	24.3	45.4	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	50.7	46.3	44.4	-	41.5	41.4

**ELA Assessments  
% Proficient**



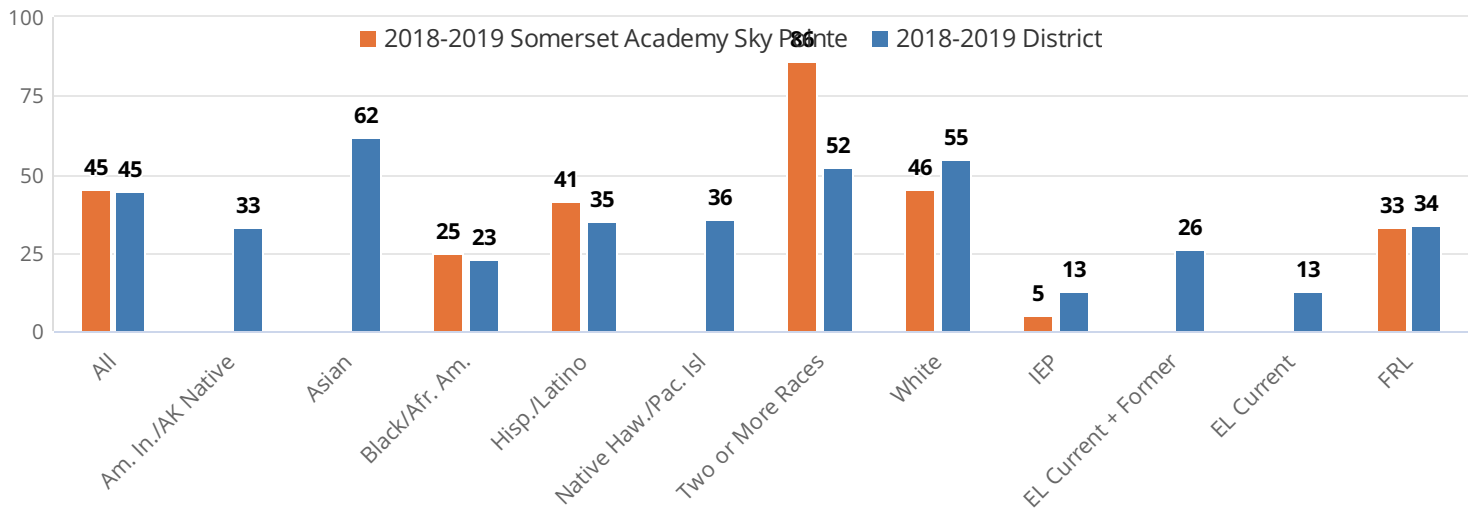


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	45.3	44.7	53.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	25	23.1	30	25
Hispanic/Latino	41.2	35.2	41.9	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	85.7	52.2	-	51.6
White/Caucasian	45.5	54.5	60.9	54
Special Education	5	13	7.6	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	33.2	33.7	-	30.7

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 6/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	52	58	55	56	26	52	41	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	49.5	53	67	51	40	45	47	50.5
Hispanic/Latino	46.5	59	53	57	30	54	37	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	62	56	47	54	21	53	46.5	55
White/Caucasian	52	58	54	56	21	49	39	53
Special Education	54.5	55	56.5	55	21	44	30.5	50
English Learners Current + Former	68.5	64	63	64	35	59	41	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	61	59	57	57	-	53	-	52

## AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	44	44.3	66.4	61.3	28	37.7	53.1	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	26	27.5	52.1	44.2	21.9	20.1	38.1	39.5
Hispanic/Latino	28.8	35.5	56	53.6	20.2	30.1	48	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	66.5	47.1	69.4	66.2	43.3	42.7	66.6	61.3
White/Caucasian	47.6	51.8	70.7	68.4	30.2	44	55.6	62.2
Special Education	14.1	16.8	21.3	25.3	3.9	14.5	16	23.6
English Learners Current + Former	8.3	32.7	58.2	48.3	20	31.3	40	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	28.3	33.3	51.7	50.3	-	25.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



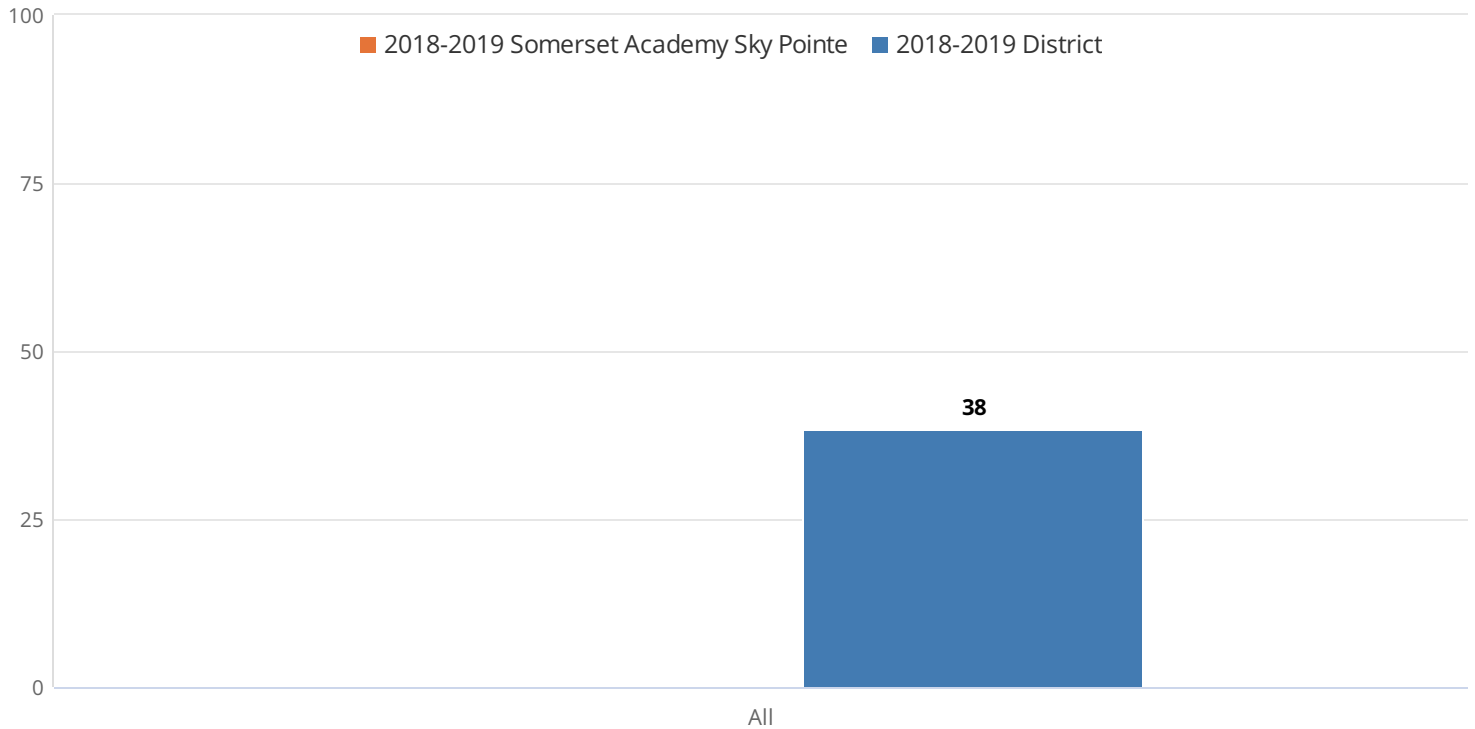
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

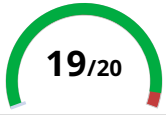
	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>





## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 9/10      ELA AGP Points Earned: 10/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	22.8	21.8	42.2	32.7	6.4	19	28.3	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	16.1	15	20.8	22	6.9	10.9	24	23.3
Hispanic/Latino	8.4	21.5	29.6	31.1	2	17.1	22.2	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	36.2	19.8	-	32.8	0	21	36.3	32
White/Caucasian	28	24.8	52.1	38.3	9	21.5	31.7	33.2
Special Education	9.4	9.6	19.6	16.8	2.5	6.4	15.3	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	19	19.5	41.1	29.1	7.4	16	25	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

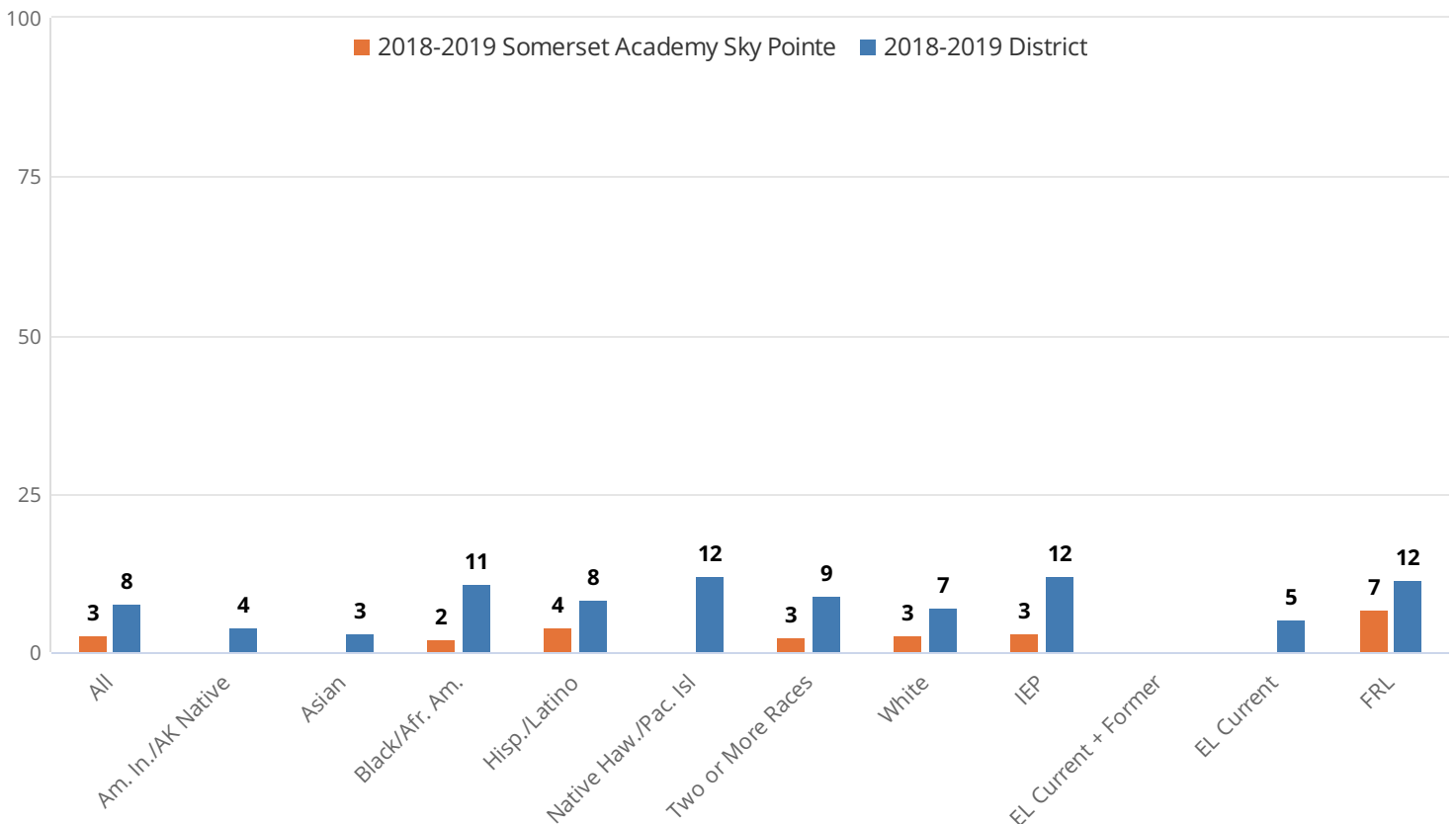
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	2.9	7.9	8.6	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	2.1	11	4.3	12.9
Hispanic/Latino	4	8.4	12.9	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	2.5	8.9	9	12
White/Caucasian	2.9	7.2	8.4	10.9
Special Education	3.2	12.1	15.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	7	11.5	-	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

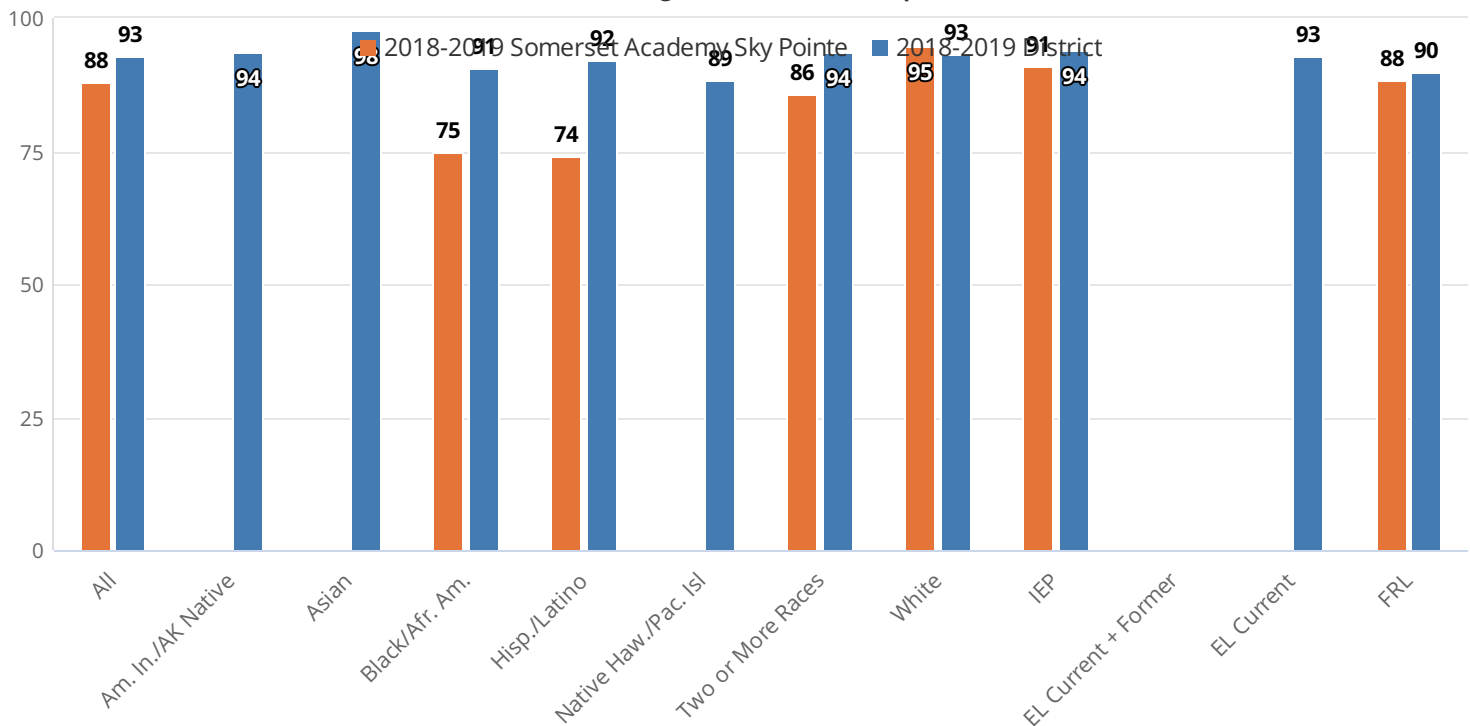
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	100	99.2	100	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	-	98.2
Economically Disadvantaged	100	99.4	-	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 2/3**

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	88	92.7	95.7	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	75	90.5	80	85.4
Hispanic/Latino	74	92.2	90.9	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	85.7	93.7	100	91.7
White/Caucasian	94.9	93.2	99.1	93.4
Special Education	90.9	93.9	95	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	88.2	89.7	-	85.6

**% of Students Meeting 8th Grade Credit Requirements**

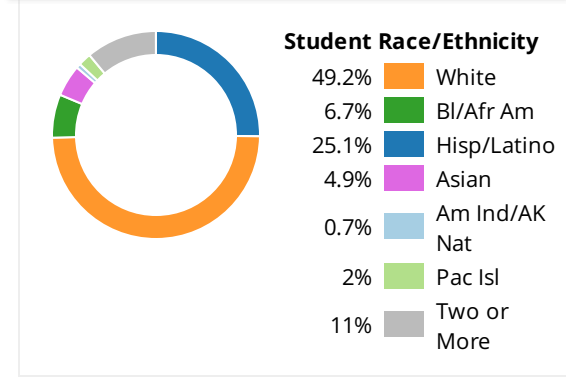


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Elementary School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 50 N. Stephanie Street  
 Henderson, NV 89074

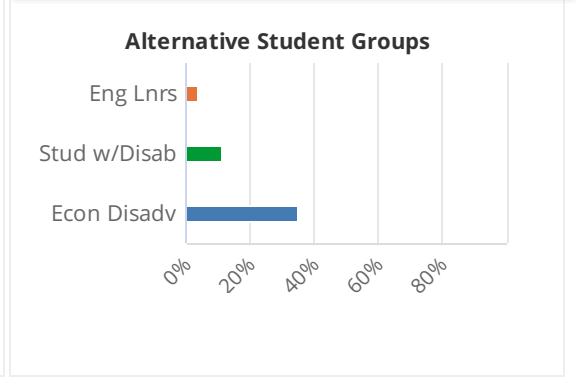


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	67 ★★★★★
2016-2017	N/A N/A



### 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.

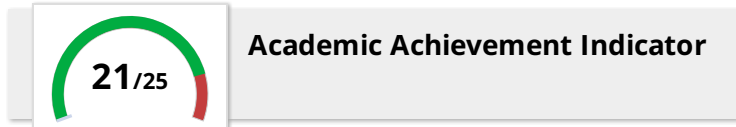
### How are school star ratings determined?

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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance



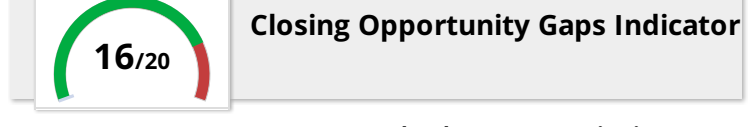
Measure	School Rate	District Rate
Pooled Proficiency	55.8	54
Math Proficiency	57	54.5
ELA Proficiency	63.7	60.1
Science Proficiency	30.5	34.7
Read-by-Grade-3 Proficiency	56.8	56.7



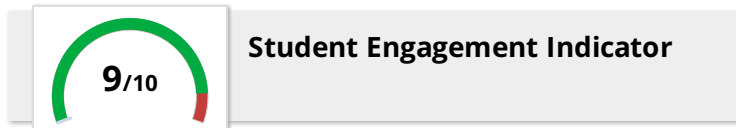
Measure	School Median	District Median
Math MGP	62	55
ELA MGP	61	52
	School Rate	District Rate
Met Math AGP Target	61.1	49.7
Met ELA AGP Target	68	59.7



Measure	School Rate	District Rate
Met EL AGP Target	72.2	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	40.6	27.8
Math AGP Target		
Prior Non-Proficient Met	45.6	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	6.9	8
Climate Survey Participation	79.8	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

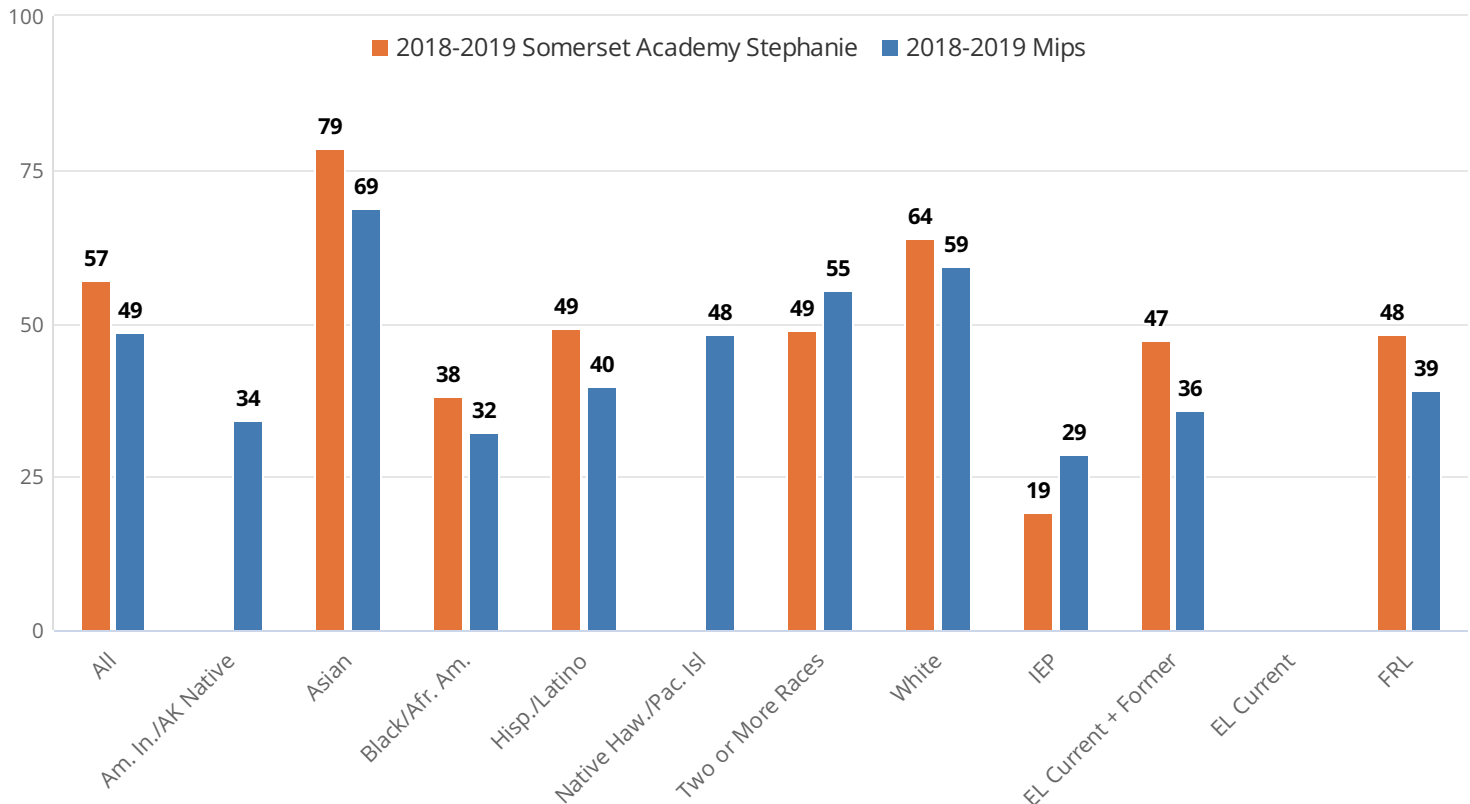
**Pooled Proficiency Points Earned: 17/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	55.8	54	59.6	52.9

**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

**Math Assessments  
% Proficient**



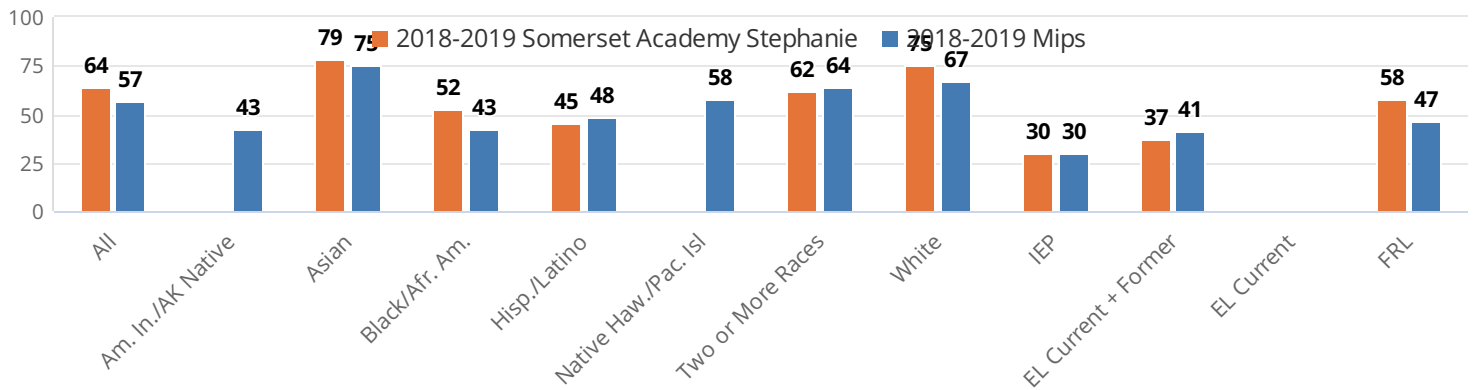


## Academic Achievement

### 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

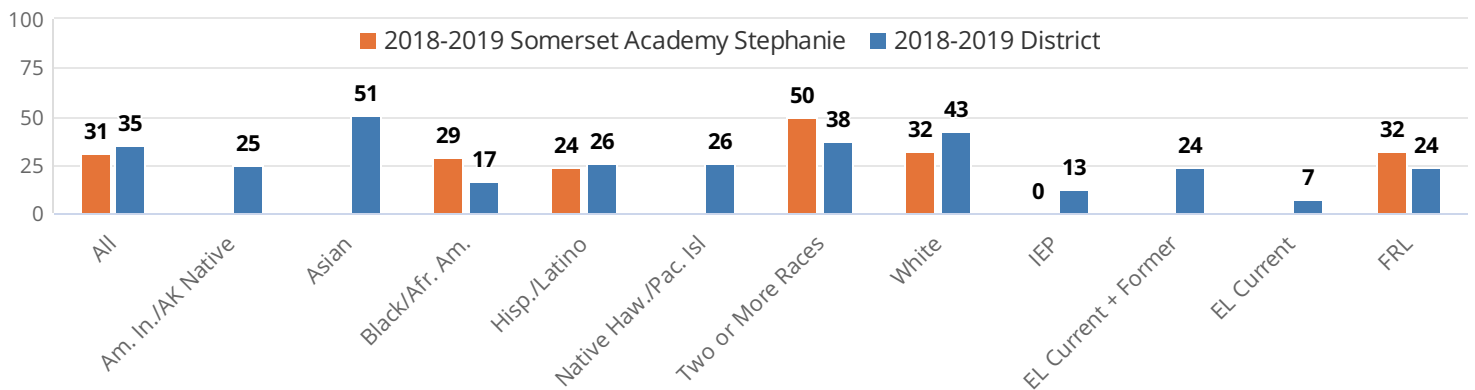
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	30.5	34.7	41.7	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	63.6	49.2
Black/African American	28.5	16.6	-	14.6
Hispanic/Latino	23.5	25.8	35.1	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	50	37.6	27.3	46.6
White/Caucasian	32.1	42.7	52.9	43.8
Special Education	0	12.5	20	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	32.3	23.8	23	17.3

Science Assessments  
% Proficient





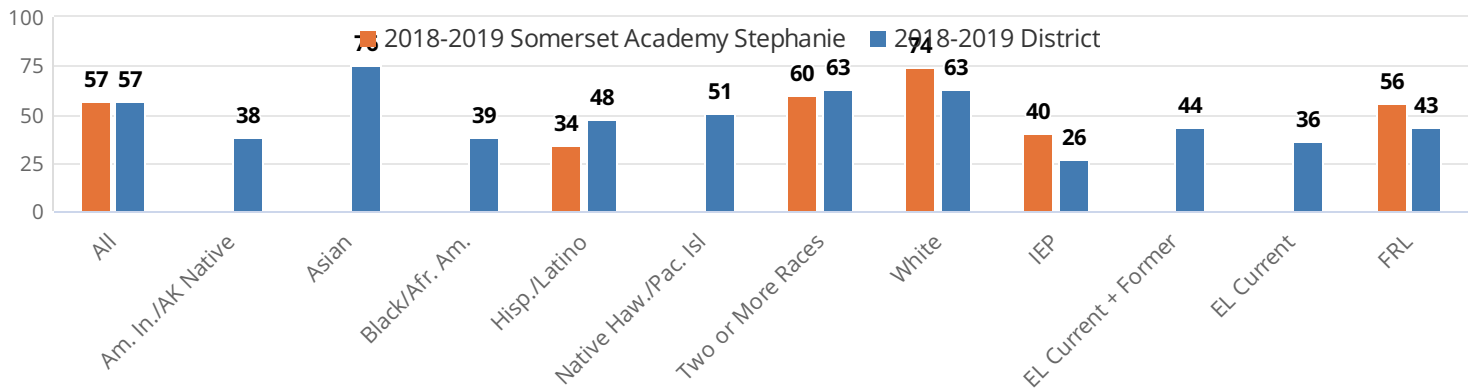
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	56.8	56.7	68	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	34.2	47.5	50	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	60	63.1	54.5	64.3
White/Caucasian	73.9	62.6	78.4	62.6
Special Education	40	26.3	27.2	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	55.5	43.2	57.6	37.5

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	83.6	69
1st Grade	83.8	58
Kindergarten	N/A	N/A



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%





## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 9/10 ELA MGP Points Earned: 9/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	62	55	61	52	44.5	53	38	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	66	58	69	59	51	61.5	37	62
Black/African American	55	48	68	43.5	48	45	28.5	44
Hispanic/Latino	64	54	49.5	51	42.5	49	41.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	53	53	63	50	40	53	45.5	51.5
White/Caucasian	64	57	63	54	49	55	38	49
Special Education	51	51	47	42	38.5	49	45.5	40.5
English Learners Current + Former	67	59	53	53	23	49	61	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	54	53	53	47	39.5	46	31.5	46

## AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	61.1	49.7	68	59.7	43.9	48.6	53	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	81.7	66.4	81.7	73.5	53.8	69.9	53.8	70.7
Black/African American	42.7	30.1	57.1	43.5	31.8	28.8	22.7	41.3
Hispanic/Latino	60	43	55	54.2	40.9	37.8	56	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	48.1	50.2	74	59.3	33.3	51.2	45.8	60.7
White/Caucasian	65.4	56.1	73.4	65	50.9	53.7	58.8	58.7
Special Education	31	28.3	31	34.5	23.5	29.5	23.5	30.5
English Learners Current + Former	61.5	43.8	46.1	48.1	46.1	35.2	61.5	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	52.1	38.2	59.1	47.7	38	29.8	40	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



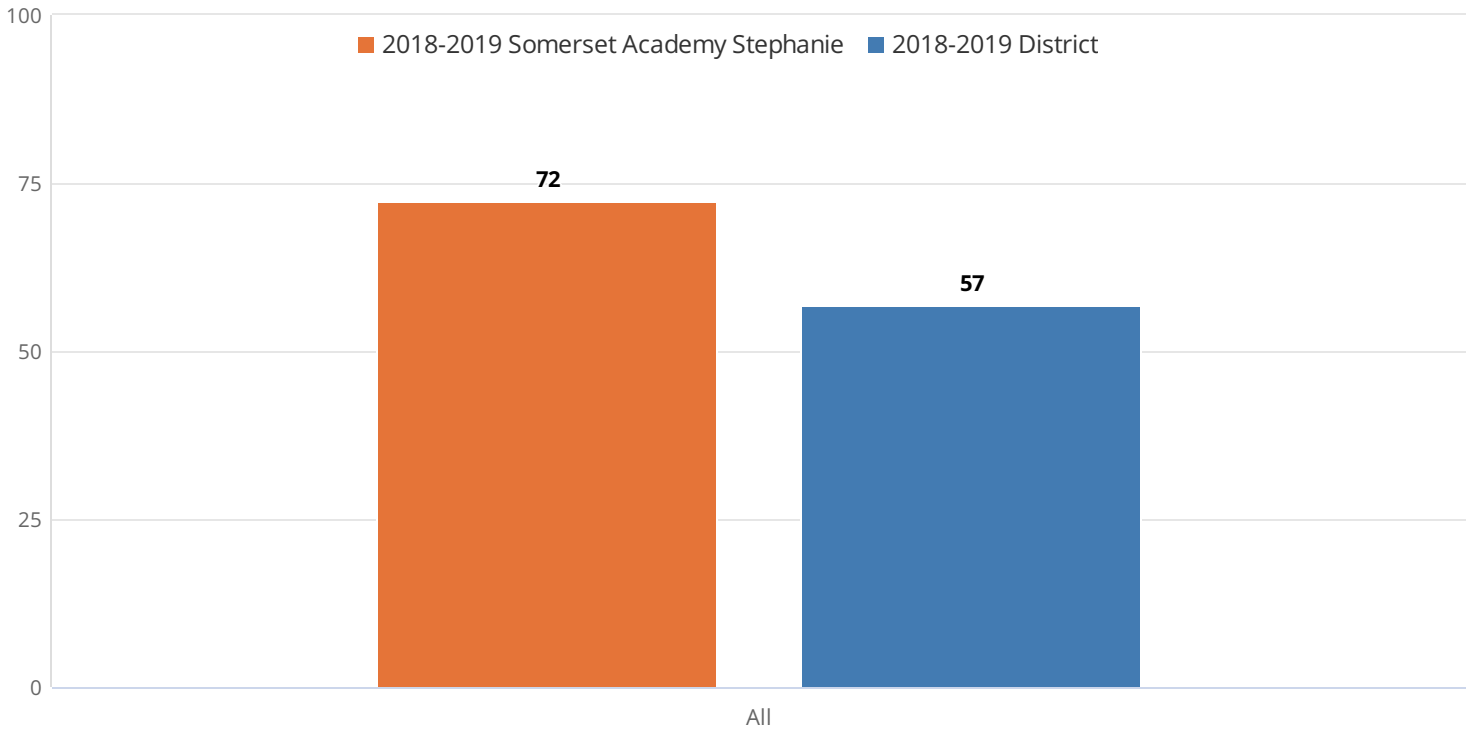
**English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**English Language Points Earned: 10/10**

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	18	72.2	56.7	14	50	42.5

**% English Learners Meeting AGP on WIDA**



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



16/20

## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 7/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	40.6	27.8	45.6	39.2	24.6	27	35.2	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	15.3	16.5	-	30.3
Hispanic/Latino	39.2	26	32.1	37	13.6	22.6	37.5	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	36.2	27.3	61.5	36.2	-	31.1	-	41.3
White/Caucasian	43.2	32.2	48.6	45.7	43.4	31.5	42.3	38.7
Special Education	15.6	16.3	21.6	22.3	10.5	15.5	10.5	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	33.2	23	44.1	32.2	21.7	20	36.8	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

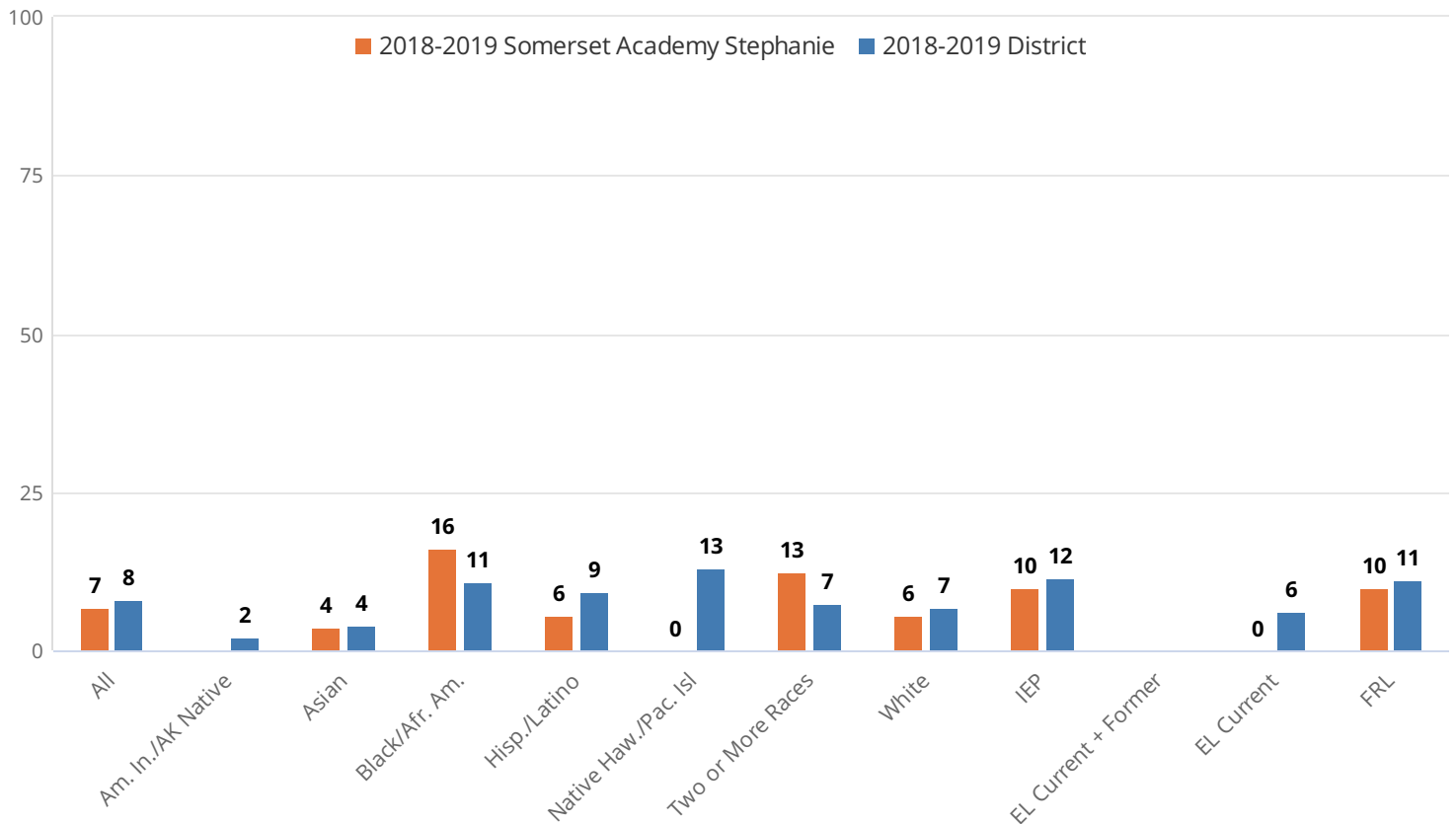
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.9	8	5.8	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	3.7	4.2	2.7	4.9
Black/African American	16.1	11	10	14.5
Hispanic/Latino	5.5	9.4	6.3	11.5
Pacific Islander	0	13	10	12.6
Two or More Races	12.5	7.4	8.5	9
White/Caucasian	5.7	6.9	4	9
Special Education	10	11.5	7.9	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	6.2	4.1	10.4
Economically Disadvantaged	10	11.1	7.6	15.9

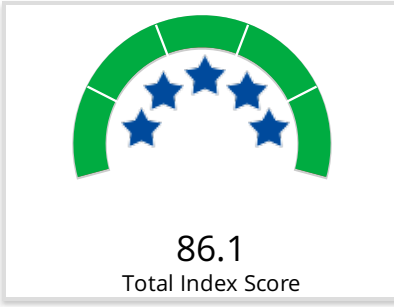
**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)

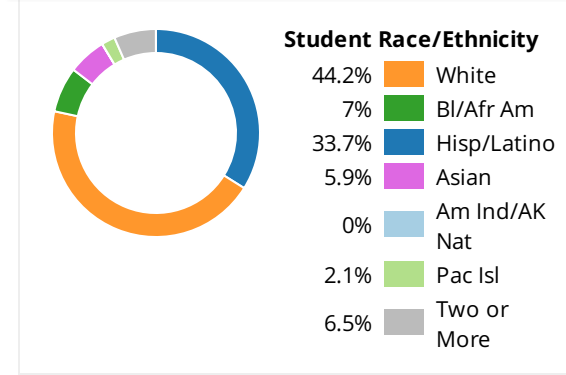


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Middle School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 50 N. Stephanie Street  
 Henderson, NV 89074

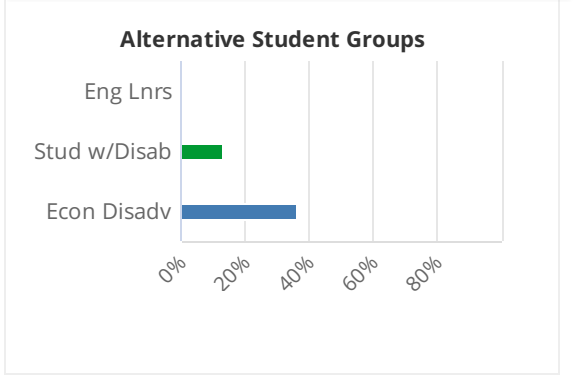


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	93.1 ★★★★★
2016-2017	N/A N/A



### 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.

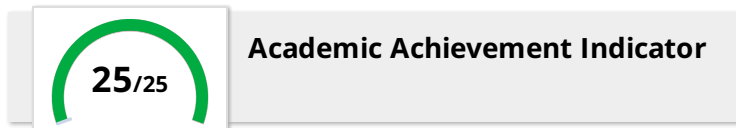
### How are school star ratings determined?

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.

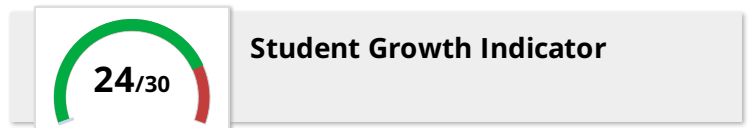
### How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

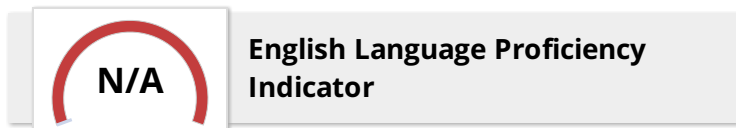
### 2018-2019 School Performance



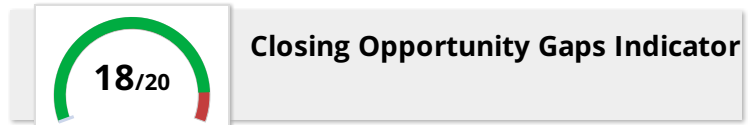
Measure	School Rate	District Rate
Pooled Proficiency	56.2	50.2
Math Proficiency	46.5	42.6
ELA Proficiency	66.2	59.6
Science Proficiency	54.7	44.7



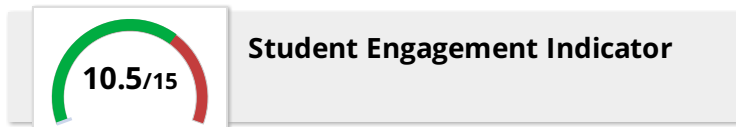
Measure	School Median	District Median
Math MGP	51	58
ELA MGP	60	56
	School Rate	District Rate
Met Math AGP Target	45.1	44.3
Met ELA AGP Target	69.5	61.3



Measure	School Rate	District Rate
Met EL AGP Target	-	38.3



Measure	School Rate	District Rate
Prior Non-Proficient Met	20.5	21.8
Math AGP Target		
Prior Non-Proficient Met	43.5	32.7
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	13	7.9
Academic Learning Plans	98	99.5
8th Grade Credit Requirements	100	92.7
Climate Survey Participation	91.5	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

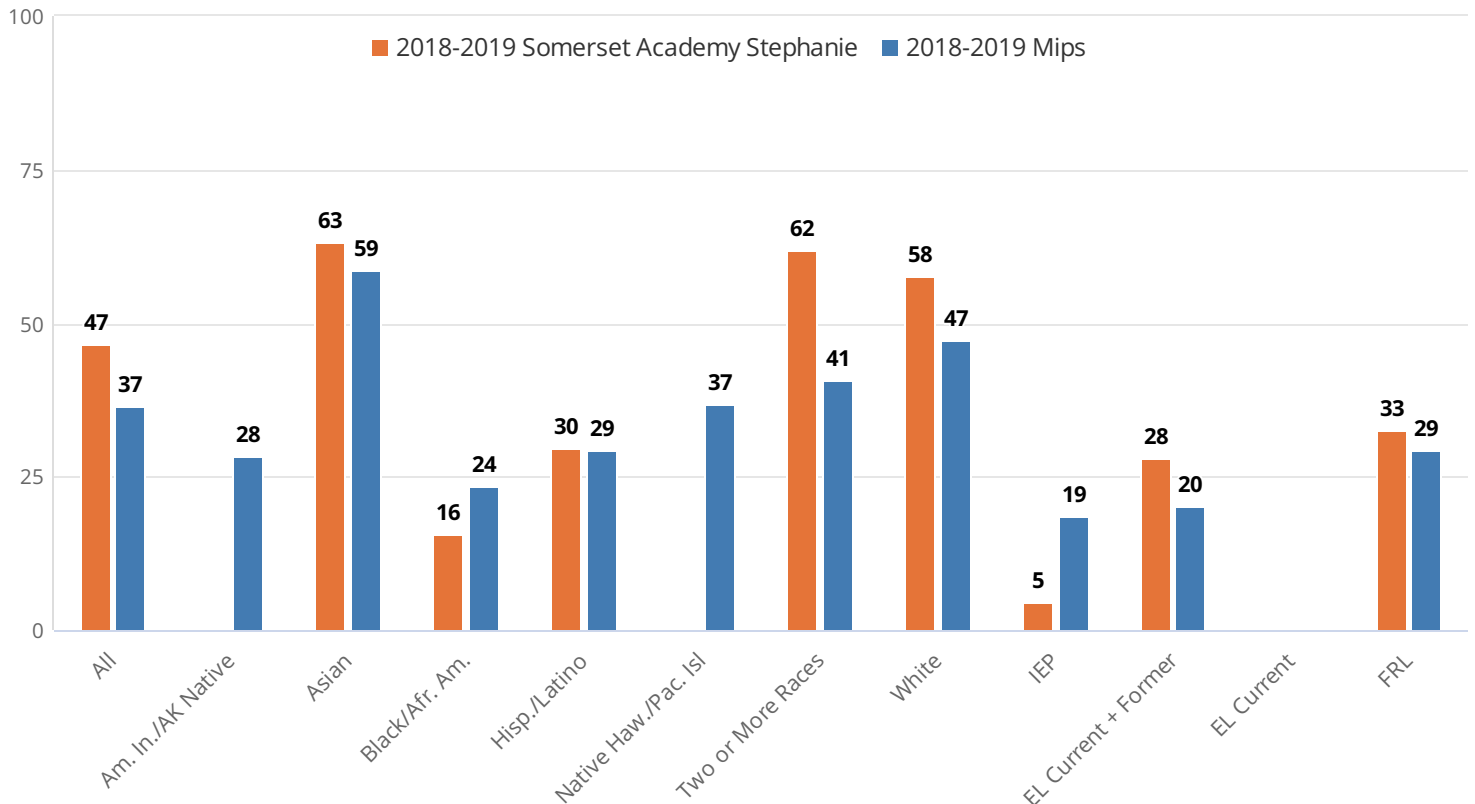
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

	<b>Pooled Proficiency Points Earned: 25/25</b>			
	<b>2019 %</b>	<b>2019 % District</b>	<b>2018 %</b>	<b>2018 % District</b>
Pooled Proficiency	56.2	50.2	57.2	46.3

**Math Proficient**

<b>Groups</b>	<b>2019 %</b>	<b>2019 % District</b>	<b>2019 % MIP</b>	<b>2018 %</b>	<b>2018 % District</b>	<b>2018 % MIP</b>
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

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

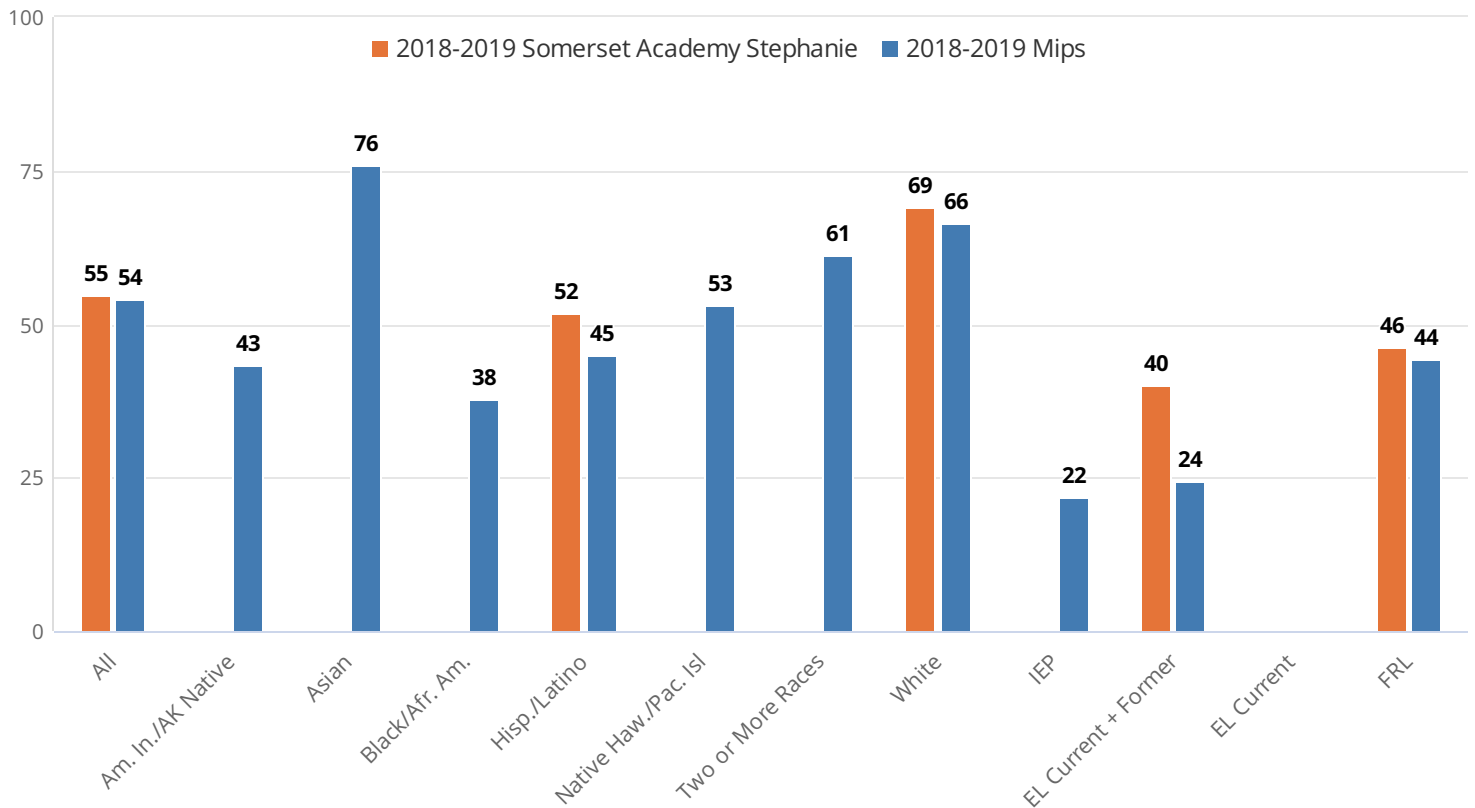


**Academic Achievement**

**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

**ELA Assessments  
% Proficient**

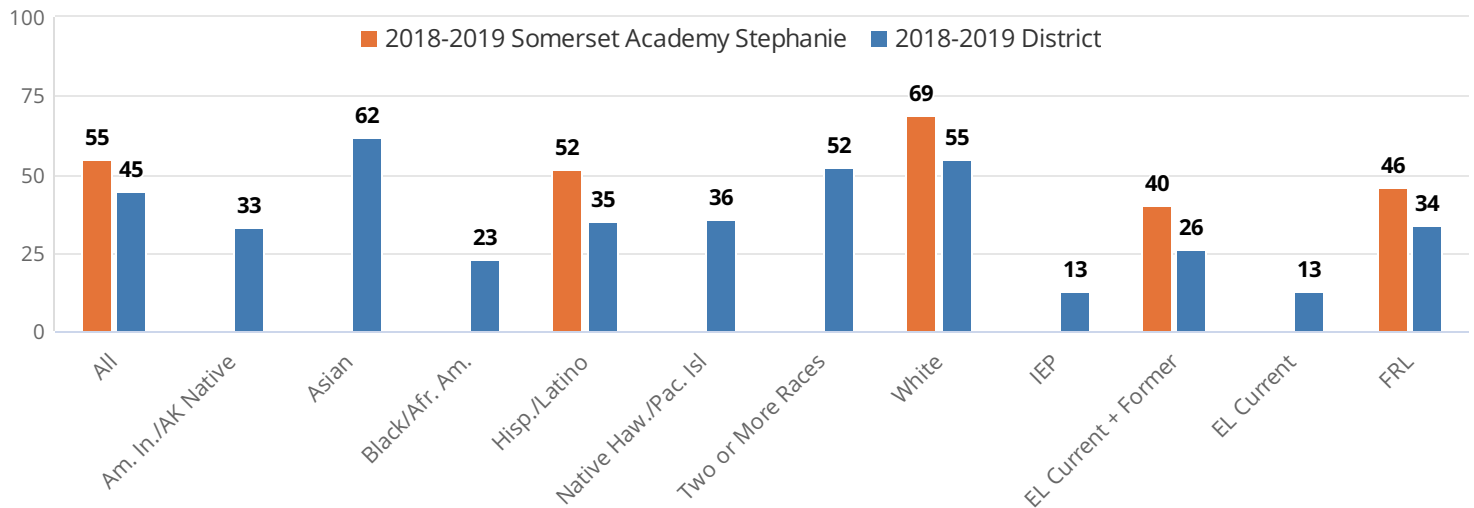




## Academic Achievement

## Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	54.7	44.7	66.7	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	-	23.1	-	25
Hispanic/Latino	51.7	35.2	53.3	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	69	54.5	77.7	54
Special Education	-	13	-	14.6
English Learners Current + Former	40	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	46.1	33.7	66.6	30.7

Science Assessments  
% Proficient

## Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

## Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%





## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 6/10 ELA MGP Points Earned: 8/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	51	58	60	56	59	52	56	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	61	63	58	57	49	62	75	62
Black/African American	55	53	45.5	51	80	45	78	50.5
Hispanic/Latino	53	59	60	57	61	54	58	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	49	56	61	54	68.5	53	62.5	55
White/Caucasian	47	58	61	56	57	49	52	53
Special Education	42.5	55	54	55	59	44	43	50
English Learners Current + Former	56	64	65.5	64	56	59	45	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	54	59	60	57	66	53	66	52

## AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	45.1	44.3	69.5	61.3	54.3	37.7	64.5	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	63.1	65.9	73.5	78.5	73.3	66.5	66.6	78
Black/African American	25	27.5	43.7	44.2	20	20.1	70	39.5
Hispanic/Latino	38.2	35.5	62.6	53.6	46.5	30.1	51.3	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	47.2	47.1	73.5	66.2	78.5	42.7	71.4	61.3
White/Caucasian	48.7	51.8	77.4	68.4	57.2	44	71.7	62.2
Special Education	7.5	16.8	22.5	25.3	12.9	14.5	32.2	23.6
English Learners Current + Former	46.3	32.7	60.7	48.3	40	31.3	33.3	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	37.6	33.3	60.5	50.3	46.5	25.8	53.4	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



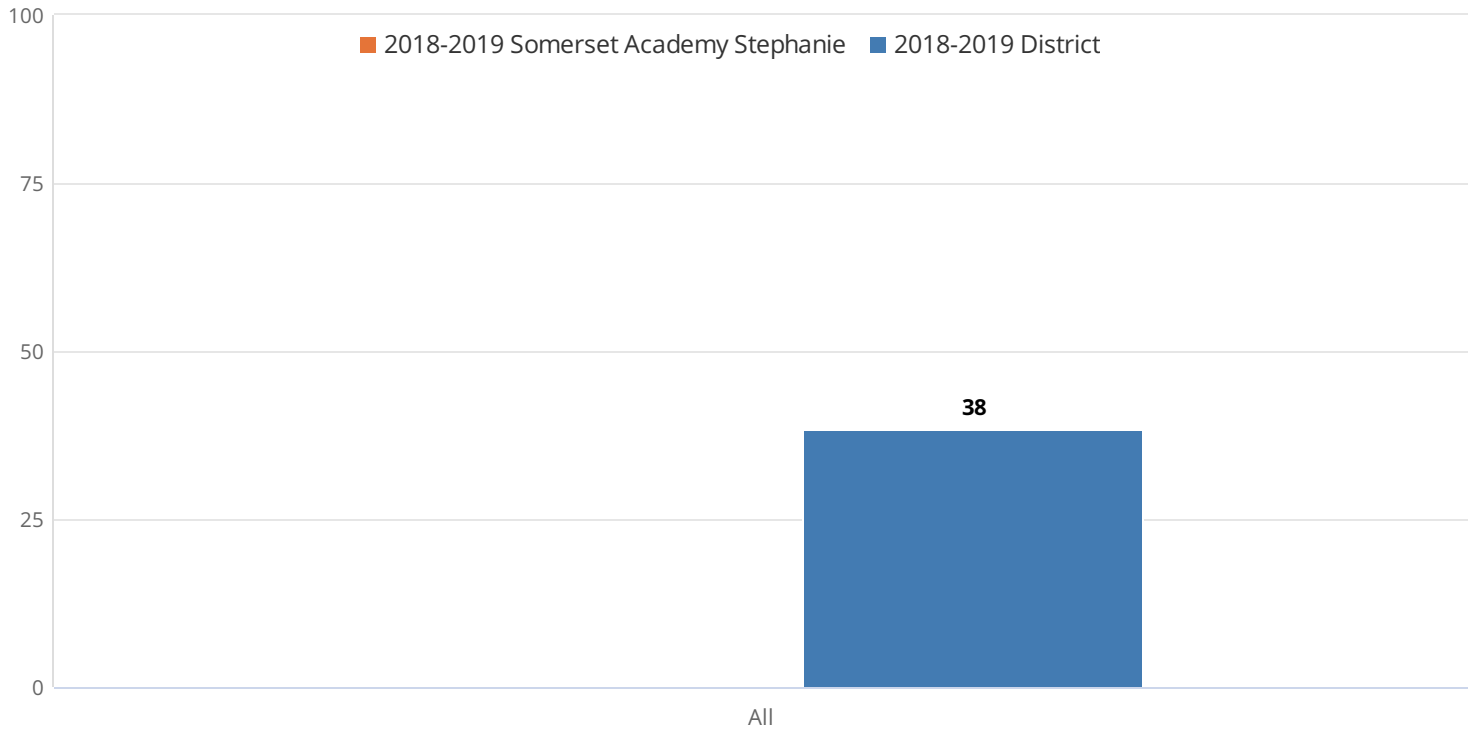
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 8/10      ELA AGP Points Earned: 10/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	20.5	21.8	43.5	32.7	25.4	19	33.7	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	15.3	15	-	22	-	10.9	-	23.3
Hispanic/Latino	23.8	21.5	41.7	31.1	29.5	17.1	34.3	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	20	24.8	46.2	38.3	20.4	21.5	33.3	33.2
Special Education	5.2	9.6	16.6	16.8	0	6.4	23	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	33.3	N/A	33.3	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	25.3	19.5	38.1	29.1	28.8	16	37.5	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

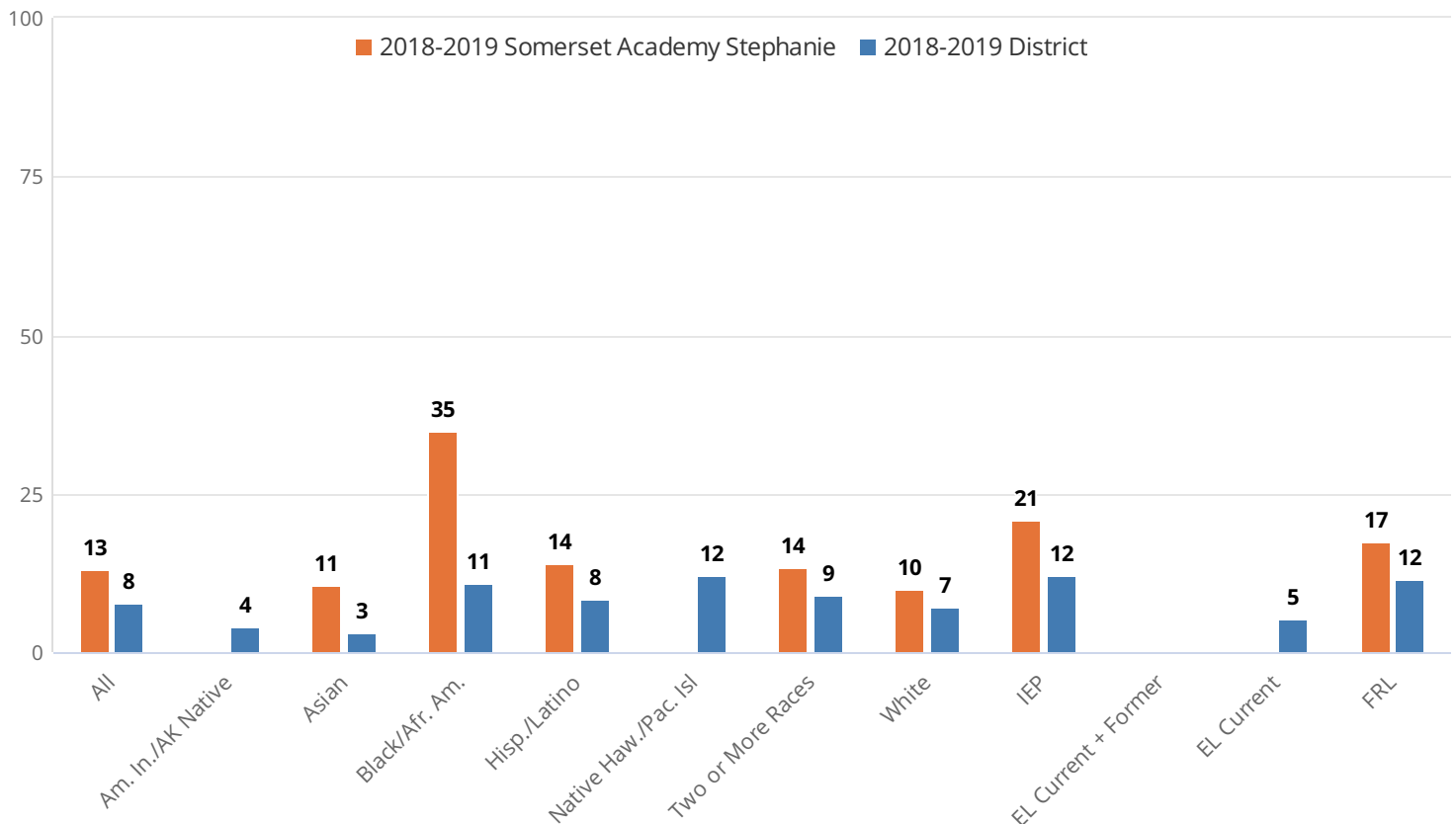
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 5.5/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	13	7.9	8.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	10.5	3	5.5	3.6
Black/African American	35	11	5.8	12.9
Hispanic/Latino	14	8.4	8.8	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	13.5	8.9	15.7	12
White/Caucasian	10.1	7.2	8.5	10.9
Special Education	20.8	12.1	15.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	17.3	11.5	9.3	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

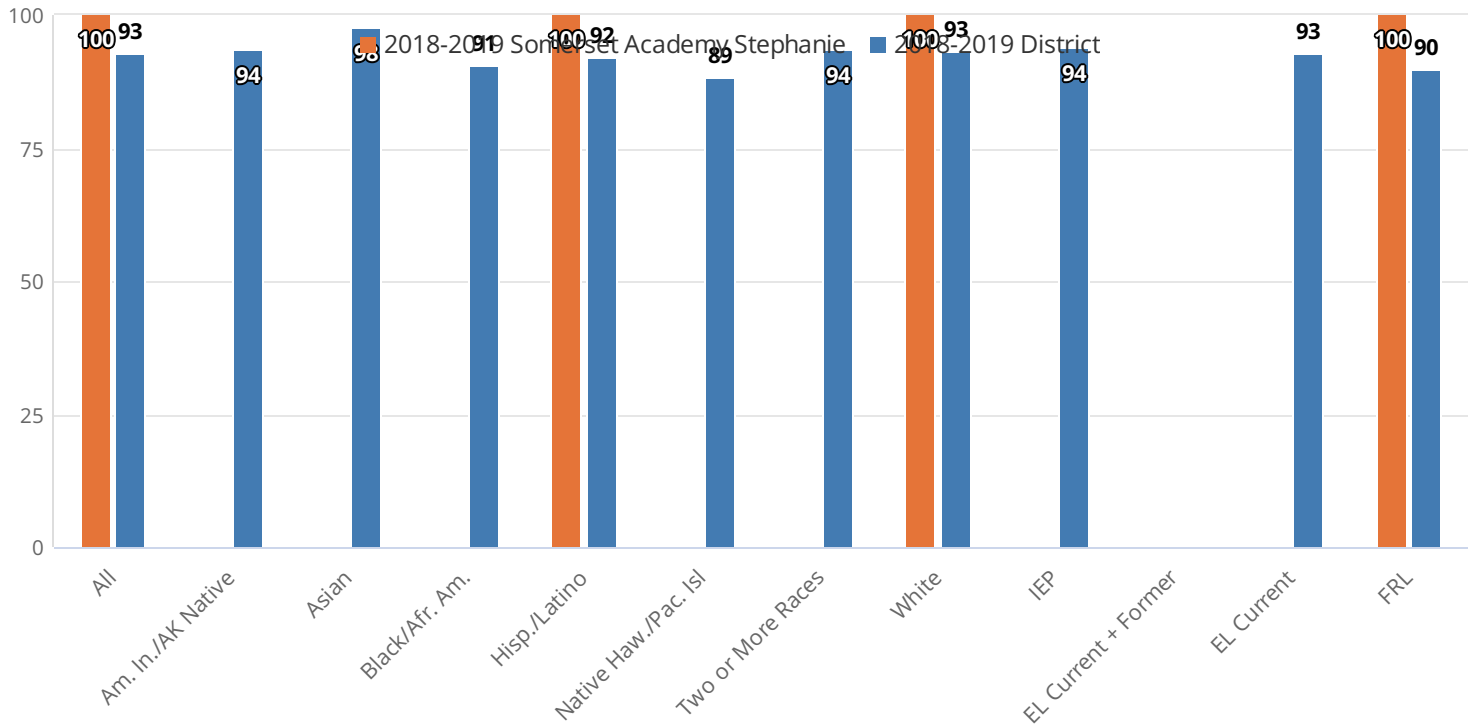
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	98	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	95	99.2	100	96.3
Hispanic/Latino	99	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	97.9	99.4	100	97.8
Special Education	95.7	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	100	98.2
Economically Disadvantaged	97.9	99.4	100	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 3/3**

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	98.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	-	90.5	-	85.4
Hispanic/Latino	100	92.2	100	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	100	85.6
Economically Disadvantaged	100	89.7	100	85.6

**% of Students Meeting 8th Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

# Appendix B



## Nevada State Public Charter School Authority

**To:** Christina Threeton, Somerset Academy – NLV Principal  
John Barlow, Somerset Academy Executive Director  
John Bentham, Somerset Academy Board Chair  
Jason Guinasso, SPCSA Board Chair

**CC:** Rebecca Feiden, SPCSA Executive Director

**From:** Sandra Kinne, SPCSA

**Date:** Wednesday, May 22, 2019

**Re:** Site Evaluation Report for Somerset Academy – North Las Vegas

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### **SITE EVALUATION REPORT: Somerset Academy – North Las Vegas**

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Somerset Academy – North Las Vegas, which was conducted by SPCSA staff members, Sandra Kinne and Mark Modrcin on Tuesday, April 23, 2019 at Somerset Academy - NLV, 385 W Centennial Pkwy, North Las Vegas, NV 89084. The optional school response is included. The school is currently in its 3rd year of its second charter authorization term, which expires June 30, 2022. The school leader is Christina Threeton, and the board chair is John Bentham.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

# SITE EVALUATION REPORT

## SOMERSET ACADEMY – NORTH LAS VEGAS

**Campus Name:** Somerset Academy – North Las Vegas

**Grade Levels:** K-8

**School Leader:** Christine Threeton

**Authorization Date:** July 1, 2016 (reauthorization)

**Purpose of Site Evaluation:** 2-star status, third year of reauthorization

**Conducted Date:** Tuesday, April 23, 2019

**Conducted By:** Sandra Kinne, Mark Modrcin

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### SUMMARY OF SITE EVALUATION

The mission of Somerset Academy – North Las Vegas is: *“We prepare student 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 21st century learners in a safe and enriching environment.”*

During the Site Evaluation, the team saw this mission living out in the following ways:

- Students work independently on laptops
- Posted expectations for working in groups, with a partner, and various Kagan strategies posted (Stand Up, Pair Up; Timed-Pair-Share; Rally Robin)
- Students are learning about key factors and characteristics of the post-Civil war era, contributing to their knowledge of our current society and its beginnings
- Effective use of technology to promote learning in the 21<sup>st</sup> century
- Teacher emphasized multiple times at the beginning of the lesson that the goal for the lesson was 100% for all students
- Students support one another after they read aloud
- Students work independently in Kindergarten
- Students were exploring learning in a variety of manners during centers: tablets, teacher-led instruction, white boards and manipulatives.

At least one observation was conducted in each grade level, with the exception of 6<sup>th</sup> grade, and in some cases, multiple observations were conducted in the same grade level. A total of 13 observations were conducted. Observations averaged 18 minutes. Observations ranged through the full cycle of observations, with some conducted in each the beginning, middle, and end of the lesson.

Common trends from stakeholders were noted in focus groups, including student concerns around hallways and procedures; a school-wide focus on data-driven instruction; and appreciation by families of the school’s communication with them.

The school is currently operating under a ‘Notice of Concern,’ and the Governance Board says they have addressed this through the following: interim principal moved into the role permanently; they have had MAP data presented to them and are pleased with growth; they are impressed with the culture plan; and they have received positive feedback from teachers on the principal’s leadership. Overall, it is evident the school is going through a transition with some practices from previous leaders still inconsistently in place, a recognition of the need to increase rigor, and an increasing emphasis – as mentioned in conversations and evident throughout the school – on data and student achievement.



I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>There was general warmth and respect demonstrated between students and teachers in most classrooms. In one elementary class, students applauded their peers when they concluded reading their writing. With one exception, as noted in the next category, teachers and students contributed to positive classroom cultures.</p>	<p><b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b></p>
<p><b>Establishing a Culture for Learning</b></p>	<p>There was a range of criteria observed for this category, with about half of the observed classes following in the ‘proficient’ category, and the other half meeting ‘basic’ or ‘unsatisfactory’ criteria. In some cases, the classroom environment represents a genuine culture for learning with students actively participating in their own education. In some classes, however, students are disengaged from instruction, teachers’ tone and comments are off-putting and alienating to students, and behavior was not redirected or corrected in a way (if at all) that would encourage participation, provide clarity of expectations, and/or demonstrate/create a culture of respect.</p> <p>In one classroom, the same two students were repeatedly called on and there was limited engaged by the teacher, whose tone and discourse was rude (“That’s why you don’t have any of this done,” s/he said to a student when they tried to contribute to the discussion.)</p> <p>In another class, an evaluator was given pause by the teacher’s tone, word choice, and discourse that did not appear to establish a culture for learning nor support students’ efforts to learn from mistakes. In this upper grade class, the teacher referred to students as lazy in the context and discussion of problem-solving a given question. The teacher criticized students who attempted to solve or explain the problem, offering no positives at all. Rather, the teacher said the content was something they should have learned in 4<sup>th</sup> or 5<sup>th</sup> grade, implying derogatory comments about their abilities. Further, the teacher called students names, like “You, Silly” when soliciting responses from students. It was not a classroom conducive to learning or one that established a culture of learning. It was alarming to hear the teacher’s comments, especially given that these students had spent the morning on SBAC testing and could use additional moral support.</p>	<p><b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b></p>
<p><b>Managing Classroom Procedures</b></p>	<p>As above, there was mixed results for management of classroom procedures, with several classes meeting the ‘basic’ criteria. However, <i>most</i> of the classrooms</p>	<p><b>Distinguished</b> <b>Proficient</b> <b>Basic</b></p>

	observed had clear procedures that ensured limited instructional time was lost.	Unsatisfactory
<b>Managing Student Behavior</b>	In most classrooms, students demonstrated an understanding of and adherence to the rules and expectations. When unwanted behavior occurred, <i>most</i> teachers were able to correct it quickly and appropriately. However, the tone and word choice of several teachers to manage behavior may be considered problematic. In one classroom, observers stepped out after just a few moments because the teacher seemed to struggle with classroom management and engaging students.	Distinguished Proficient Basic Unsatisfactory

**II. INSTRUCTIONAL OBSERVATION**

Instructional Observation	Evidence Observed	School-wide Rating
<b>Communicating with Students</b>	As noted above in other categories, there were a few classrooms where this was noted to be 'basic' or 'unsatisfactory, but in general, teachers communicate positively and respectfully with students. Teachers' lessons are purposeful, and their explanation of content connects with students.	Distinguished Proficient Basic Unsatisfactory
<b>Using Questioning and Discussion Techniques</b>	<p>Overall, the level of rigor and use of question was basic to unsatisfactory in all classrooms observed and reflected by low-level work produced by students. (On almost all, if not all, classrooms' hallway bulletin boards that displayed student work were worksheets. Observers did not note seeing any student-produced work, with maybe one or two exceptions, and all posted content was generated through responses to mass-produced worksheets and low-level activities.)</p> <p>Questions noted during instruction and discussion included mostly Depths of Knowledge (DOK) level 1 questions with no scaffolding through lessons to higher-level questions. Examples include:</p> <ul style="list-style-type: none"> <li>- "How many of you" xyz ...(identify, recall)</li> <li>- "Put your thumbs up if this is problematic?" (recognize)</li> <li>- "What is missing here?" (identify, recall)</li> <li>- "What kind of genre is this?" (identify, recall)</li> <li>- "What is a myth?" (identify, recall)</li> <li>- "Who is King Midas?" (identify, recall)</li> <li>- "What's that word we talked about last week?" [boastful] (identify, recall)</li> <li>- "Explain your thinking." (strategic thinking, DOK 3)</li> <li>- "How many pencils does she have?" (calculate, tabulate)</li> </ul>	Distinguished Proficient Basic Unsatisfactory

	As noted above, two teachers berate students while trying to engage them in questions and instructional discussions.	
<b>Engaging Students in Learning</b>	As with other criteria through observations, this criterion was split between 'proficient' and 'unsatisfactory' depending on the classroom and/or grade levels. Though some teachers had appropriate pacing and structure of lessons and students were engaged, in about half of the team's observations, students were actively disengaged, disengaged and causing behavior management issues (as note above in a classroom), and passive participants (i.e., not volunteering to answer questions.) In one case, the observer noted, <i>"With some exceptions, most students are not engaged in the assignment for a number of reasons, including testing, unclear instructions, and conversations with neighbors. Students that have completed the assignment are free to play games, watch You Tube or engaged in activities that are non-academic."</i>	<b>Distinguished Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Using Assessment in Instruction</b>	While this criterion was not observed in many classrooms (which is often the case, and a 'not observed' is not rated), in a few classes it was noted that teachers lead a review of the work students have just completed, allowing them to self-monitor their progress, which is helpful to students. It makes students better aware of the expectations of the work they are responsible for producing.	<b>Distinguished Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

**III. OPERATIONS**

<b>Observations</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Mission driven operations</b>	Though in a few observed classrooms, transitions and common practices (such as passing out books and materials) are slower than expected, in most cases, systems and processes seem to be on autopilot – operating smoothly and seamless. Students generally adhere to the practices and procedures of the school, with some exceptions such as hallway transitions and recess/lunch transitions (discussed in recommendations).	<b>Distinguished Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Managing Schoolwide Procedures</b>	In several classrooms, common posters and materials are evident, such as clip charts, mission/vision posters, CHAMPS posters. However, in many cases, these items are not referred to or used, particularly CHAMPS posters, even when there is an opportunity to reference them. For example, in one observed class, there is a CHAMPS poster in the front of the room, which includes voice level options – the Presentation of CHAMPS. However, when students are presenting, the teacher does not provide the level at	<b>Distinguished Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

	<p>which they should speak nor does the teacher refer to it when directing students to speak up.</p> <p>In some cases, the common, school-wide elements are not evident at all.</p>	
<b>Maintaining a Safe Environment</b>	Overall, there are procedures and practices in place to ensure student safety, and students in the focus groups reported feeling safe in their school.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

**IV. FOCUS GROUP SUMMARY**

Group	No. of Participants	Duration
Governing Board <sup>1</sup>	2	45 min
Parents/Families	9	60 min
Students (3 <sup>rd</sup> -12 <sup>th</sup> grade)	10	45 min
Staff	11	60 min

**Governing Board**

- Board members spoke of the school’s mission and the collective desire to provide an equitable education to every student. *“We want to be best education possible, while also building leaders that have good character,”* said one board member. Said another, *we are “creating children that want to grow up and do more than just sit behind the scenes,”* citing the including of leadership development in the school’s curriculum.
- Board members said they receive training from Academica, their EMO and vendor. They discussed some of the books the Board has collectively read, attendance at national conferences related to governance, and board training of new members within 60 days.
- Board members recognized the need for growth given the elementary school’s 2-star status. They said they’ve hired a principal that is able to better focus on academics, developed a plan to improve student achievement and performance, and are working with Florida counterparts to ensure school leadership at all of their campus are replicating best practices. The board members want all of their schools to be 5-star schools and demonstrate growth and progress. Said one board member, *“One of the benefits to being a charter is that we can pivot and be more nimble.”*
- The Board members said they evaluate the Executive Director but also have a role in evaluating the principals, though.

**Parents/Families**

- Families generally enjoy the school and selected it based on the community support and the small size of the school. Several also identified the K-8 aspect of the school and cited the opportunity to keep multiple children across a range of grade levels in the same school.
- Participants mentioned facility and parking challenges in the open-ended response, including the parking challenges, as well as pick-up and drop-off being problematic, and the connection of parking to facility issues, in general.
- Parents appreciate recent changes, like a regular newsletter and said one centralized communication system would be helpful (such as SeeSaw or Class DoJo) as opposed to a

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<sup>1</sup> Of the full Governing Board of seven members, two members – the Chair and a board member – participated, so quorum was not met, and Open Meeting Law was not violated.

wide range of systems. Said one parent, *"If the school took one approach so that the campus could use just one for parents, that would be very helpful."*

- Parents spoke of ways they are engaged with the school. They cited a number of ways in which they are asked to be involved, including Career Day, Sunshine Committee, and Volunteering. One parent said, *"We are **required** to give some time,"* while another parent cited the expected commitment of 30 hours per family.

## Students

- Overall, students like their school, feel safe, and have an adult on campus with whom they feel comfortable going to with a concern or problem. Students like the morning announcements; *"They make people laugh,"* said one student. (The student who leads morning announcements was a focus group participant, and he appreciated his peers' comments, which happened prior to them knowing he was the student announcement leader.) Students really like the number of opportunities to involve themselves in school activities including dances, fundraisers, evenings at restaurants, and ice cream socials.
- Several students commented on a presence of racism in classes and expressed this as feeling disrespected and a major concern for them. Specifically, one upper grade student said, *"There is a lot of racism in some classes. Not for me, but for some of my friends. People say racial slurs and end up making jokes. People make comments about how they're better b/c of their race."* Another student said, *"I've also experienced what she said since I'm mixed race, and I'm somewhat Chinese. So, when race is brought up in any way, (they) shift eyes to mock what some Asian people sometimes look like."*
- Students said they felt like teachers offer positive recognition and praise, and they generally like their teachers. *"I like how students are appreciated and acknowledged,"* said one student.
- There was a range of things they dislike, with tight passing periods and small hallways being named by students and peers' inappropriate language being two that were identified. Bullying, particularly online, in the bathrooms, and in the hallways was named by two students as their least favorite thing about school.
- Excessive cell phone presence, particularly in upper elementary and middle school classes was also named as a shared concern by students. One student said videotaping often occurs in the bathroom (usually of people dancing); *"It's really weird,"* said the student.
- Students were evenly split in their responses to being challenged and engaged in their classes. One student said teachers help them work toward their goals and are challenged by some teachers, while two students said they were bored by their classes and/or find the content easy.
- During an open-ended question, in which students can share anything they want, two topics raised by students were very popular with strong consensus and the most discussion through the conversation. One was the topic of substitutes, while the other was about lunch. Students overwhelmingly expressed concern over the quality of subs, saying they feel like they fall behind with long-term subs, that subs are problematic, and "not good". Said one student, *"Substitutes are a really big thing. ... They don't exactly do what they're supposed to. They end up sitting at their desk and on their phones and just give us a worksheet."* Eight out of 10 students said they do not like the subs and find them problematic.
- Also, during the open-ended discussion, students overwhelmingly said they do not like the lunch offerings and many identified the need for more choice and options at lunch. This led to as much discussion, if not more, as their concerns about substitutes, and all students expressed interest in having more choice, particularly to address interests and dietary needs (i.e., lactose intolerant).

## Staff

- In general, staff is pleased with the new administration and welcomes the chance for consistency, collaboration, and positive change. Said one staff member about the new leadership team, *"This team is very efficient. They hear our concerns. They get back to us with a degree of rapidity."* Said another, *"I'm really excited. Because this is the strongest leadership team yet. Third change in three years. They have demonstrated they're the strongest by far. They have deeper respect for the teachers and what we have to say. There's a lot better consistency and organization. The overall mission and vision is strong. There's been a lot of follow through not just talk. We've been told things will happen, and it's already happening."*
- There was mixed feedback by teachers and staff related to observations. Some said they had been observed more frequently since the administration changed, while others said they had been observed less often. There was general consensus around wanting to be observed and get feedback to grow, and there was general consensus regarding the loss of the instructional coach in November. Almost all teachers expressed a concern related to this, and they were happy to share that two instructional coaches have been hired for next year and are already attending meetings. Said one teacher, *"We had an instructional coach until November, she left us. That's my one complaint; I want feedback and I want help with what I'm doing. There isn't a lot coaching. Without the coaching, the admin doesn't have time. That is something we lost this year."*
- Teachers spoke of the focus on data to drive instruction and discussed the data trackers, grouping based on MAP and iReady data, and the increase of discussion around data as a school. Teachers said both they and students felt more focused and had a better understanding of data.
- Teachers said they felt the middle school tends to have stronger management than elementary school teachers, and that the schoolwide progressive discipline posters and CHAMPS are used throughout the school. Several teachers commented and expressed frustration on the lack of follow through when they do write up a student. Said one middle grade teacher, *"The discipline side of admin is just a little overwhelmed. They need a bit more assistance; the dean or whoever is in charge, they're just overwhelmed."* Others echoed this teacher's comments with identifying student anecdotes.

## V. OVERALL STRENGTHS OF PROGRAM

### 1. School culture

Parents, students, and staff spoke of different aspects of the school culture that they all appreciate and all of which contribute to a strong community. Parents especially appreciate the small size of the school, as a whole, and class sizes; the focus on character development and emotional learning; and the extra-curricular opportunities, like sports. Students like their teachers and feel appreciated by staff. While staff spoke of the current positive direction given the new leadership and the collective optimism they feel that the school is headed in the right direction, which contributes to a culture in which they want to stay.

### 2. Focus on staff professional development

There is an evident focus on professional development, as noted by school leadership in the roundtable and the staff, during their focus group. Whether it's opportunities to participate in SALT (Somerset Academy Leadership Team), the newly-established mentoring program, or opportunities to learn with other educators within the Somerset network, there is a clear emphasis on developing staff members.

### **3. Emphasis on data-driven instruction**

There was clear evidence of data driving instruction and school-wide use of student results to improve student achievement. This was evident through the numerous data trackers throughout classrooms and hallways and the discussions in leadership roundtable and staff focus group. The public availability of anonymous student data helps students better invest in their own achievement and learning, and it provides a sense of continuous presence and urgency for the school, especially given their two-star status at the elementary level. Teachers and staff spoke of this focus on data-driven instruction with pride and positivity in their focus group, and students feel challenged to master their content.

## **VI. RECOMMENDATIONS/ACTION ITEMS**

### **1. Increase instructional rigor**

As has been the case at many schools within the portfolio, there was a low level of rigor in both instruction and completed student work. Almost all of the bulletin boards throughout the school, and across all K-8 grade levels, was of worksheets and pre-created activities students completed, including coloring and simple sentence completion in grades where that would not be expected in higher-performing schools. There was very little student-produced work, and most of the questions asked by teachers were Depth of Knowledge (DOK) Level 1, as noted above.

#### **ACTION ITEM**

At a professional development training, review the DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. Encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Support teachers with creating original activities or student-produced content, as opposed to mass-produced, standard materials printed off websites and commonplace to schools with lower expectations of students and staff.

### **2. Strengthen operation by establishing and enforcing consistencies across the school**

Throughout the campus and in both instructional and operational components, there was evidence of some schoolwide practices – or at least past practices. Posters for CHAMPs, Voice Level, and Progressive Discipline were scattered on walls throughout the building, but the practices they represent were inconsistently and ineffectively used. It was unclear whether the practices were still in operation or if they were relics from prior administrations. Additionally, components like clip charts, board configuration, and intentionality of the print rich environment were inconsistent and ambiguous in their purpose. Procedures, including hall passing and lining up/coming in from recess seemed to lack organization, efficiency, and effectiveness. It was as though each teacher was an independent entity in a school that otherwise seemed to strive for continuity and cohesion.

#### **ACTION ITEM**

During summer PD and throughout the 2019-20 school year, realign on the practiced procedures and expectations of **all** students and staff. Put clear, consistent, safe procedures in place, such as taped lines on the floor and only walking on the right in the hallways, to support high expectations and uniformity to better allow for a focus on instruction and minimize the loss of instructional time. School leadership and the school's leadership team (SALT) need to identify what elements from previous administrations they want to keep and eliminate any prior practices that are no longer use. We suggest school leadership observe at other schools within the Somerset network and high-performing schools within the region to identify strong best practices related to operations.

### 3. Incorporate stronger Governing Board training

During their Focus Group, participating board members spoke of their reliance on Academica for “all training” and discussed some of the functioning pieces of their work, including the use of Board on Track. Board members said they tried other resources but “also rely on Academica.” It is helpful to any school to have an engaged EMO. However, board members need to be cognizant of their roles and responsibilities as board members; the Board holds the charter and is legally and responsible for its execution and the fiscal management of the school’s funds. The EMO serves in a contractual, vendor relationship, and should not be driving the decisions, responsibilities, or obligations of the Board nor should the Board or school administration become overly-reliant on the EMO to make decisions that overstep their role. As the fiscally and legally responsible entity for the Somerset Academy schools, the Board needs to ensure they are ‘driving the ship’ rather than rely on others to steer them on course.

#### ACTION ITEM

We strongly advise the Board to engage in a formal governance training within the first month of the 2019-2020 fiscal year with an established charter school board resource organization, such as Charter School Boards, National Alliance for Public Charter Schools, or the National Charter School Resource Center and led by an external (that is, not the school leader or a contracted vendor, such as Academica) resource. Partnering with an external organization will provide an in-depth, impartial training and perspective to ensure board members understand their roles and responsibilities as members of the legal entity for the execution of the charter roles. An external training will also help board members to better understand the working relationship with their EMO to ensure there is an appropriate balance of accountability and the EMO, as a vendor with the school, functions in response to the needs of the Board and the school rather than conversely. Board members may also consider observing other non-EMO related boards’ meetings and/or speaking with other board members at independent, unaffiliated charters. SPCSA staff is willing and happy to work with the Board to identify specific ways to support its governance team, as well as help develop their training.

### 4. Ensure adherence to state statutes

While we recognize the written handbook(s)<sup>2</sup> by the school reflect an accurate and legally-supported approach to *asking* families to volunteer, there is still language in multiple locations on the school’s website that implies the hours are required, including on the volunteer page itself. *“The end of the year is quickly approaching, and **volunteer hours need to be completed. There are many opportunities to fulfill the hours.** For volunteer opportunities click on the titles in the red. Please schedule your 30 volunteer hours before the end of the year.”*<sup>3</sup>

Other examples include:

- Normally, up to 15 of your family's volunteer hours can be accounted for via donations, at a value of \$4.00 per hour. Because we need these shelving units quickly, **we are offering the opportunity to earn all 30 of your family's hours through the purchase, store pick-up, and on-site assembly of one (1) of the units** linked to Home Depot in this sign-up.<sup>4</sup>
- **Earn double your volunteer hours** by helping us redecorate the front lobby and the teachers' lounge! Visit the link in this News to sign up!<sup>5</sup>

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<sup>2</sup> <https://www.somersetnlv.org/ourpages/auto/2014/7/25/52546008/2018-19%20SNLV%20PARENT-STUDENT%20HANDBOOK.pdf>

<sup>3</sup> [https://www.somersetnlv.org/apps/pages/index.jsp?uREC\\_ID=303481&type=d](https://www.somersetnlv.org/apps/pages/index.jsp?uREC_ID=303481&type=d)

<sup>4</sup> [https://www.somersetnlv.org/apps/news/show\\_news.jsp?REC\\_ID=463262&id=0](https://www.somersetnlv.org/apps/news/show_news.jsp?REC_ID=463262&id=0)

<sup>5</sup> [https://www.somersetnlv.org/apps/news/show\\_news.jsp?REC\\_ID=450035&id=0](https://www.somersetnlv.org/apps/news/show_news.jsp?REC_ID=450035&id=0)



- If you are interested in helping out and **knocking out a few of your volunteer hours**, please click on the link below to fill out the sign-up genius!<sup>6</sup>

While some of these may be outdated volunteer opportunities, the reality is:

- a) They still send a message to families, especially those considering Somerset as an option, that volunteering is 'required'; and
- b) The absences of years to indicate when these events took place imply they are current school year volunteer opportunities.

Additionally, as noted above in the Focus Group summary, parents report they are "required" to donate 30 hours of volunteer time. Even a staff member, who is also a parent, reported that s/he does not "have to do my 30 hours because I'm on staff." This gives the implication that volunteer hours are still required and that it has not been clarified with stakeholders, including parents, that volunteering is optional.

This is incredibly problematic, especially given the previous conversations the Authority has had with Somerset Academy leadership and other schools who contract with Academica.<sup>7</sup> Further, it is a violation of state statute; [NRS 131-16](#), schools cannot require parents/guardians of students to volunteer.

#### **ACTION ITEM**

Effectively immediately and with the end of the 2018-19 school year, cease the use of 'required' for volunteer hours. During the summer and as part of the submission of documents for the 2019-20 school year, including the Student and Parent handbooks, ensure that the language used in handbooks, on the school's website(s) and social media pages (i.e., Facebook), and in conversation with families, such as at PTO/PTA meetings and Back-to-School Night is compliant with state statute related to volunteering hours. As the Authority discussed with all Academica leaders at a meeting on September 11, 2018, the accepted language includes "encourages" or "asks." Requiring families to volunteer hours as part of the child/children's enrollment is illegal.

#### **Note**

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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<sup>6</sup> [https://www.somersetnv.org/apps/news/show\\_news.jsp?REC\\_ID=527972&id=0](https://www.somersetnv.org/apps/news/show_news.jsp?REC_ID=527972&id=0)

<sup>7</sup> Additionally, Academica sent Somerset Academy leadership an email on this matter on March 5, 2018, advising language change for the 2018-19 handbook. A conversation with Somerset Academy leadership has occurred on at least three occasions related to the language and requirements of parent volunteering.

## **Somerset Academy North Las Vegas Response to the SPCSA Site Visit**

### **1. Increase instructional rigor**

The North Las Vegas K-8 leadership team and instructional staff will develop a plan to address this finding. The instructional coaches will be tasked to work with their Somerset counterparts in seeking best practices to help push for higher-level, more rigorous questioning throughout all grade levels. At beginning-of-year professional development and throughout the four quarters, the instructional coaching team will encourage teachers to craft questions that produce more inquiry and interest in the lessons being delivered. The Leadership team has purchased and adopted materials for next year to help with research based practices and to increase rigor. These adopted programs are highly rated and include Expeditionary Learning, Eureka Math, and FOSS. The instructional staff will raise its expectations of students and demonstrate this change by enhancing the questioning strategies being used and the increased use of original teacher produced activities and projects.

### **2. Strengthen operation by establishing and enforcing consistencies across the school**

The Somerset North Las Vegas campus will develop a plan to address this finding. We will utilize our school's PBIS/Safety Team and Leadership Team to further develop actions steps and solicit buy-in from all staff members on how to more fully embed appropriate and more orderly procedures and expectations into our day-to-day operations. These teams will be tasked to explore other successful schools/systems in order to identify best practices in this regard. The plan, once created, will be shared with all stakeholders prior to the beginning of the 2019-20 school year.

### **3. Incorporate stronger Governing Board training**

Somerset North Las Vegas will bring this item to the attention of its management company, Academica Nevada, who is hired by our Board to provide leadership in this regard. The school's leadership will schedule a time to meet with the school's Academica NV liaison in order to inform her of this action item. This item will be shared with the Somerset Board as well and seek support from it in helping the North Las Vegas properly comply with this request.

### **4. Ensure adherence to state statutes**

Somerset Academy North Las Vegas campus will review all print and online materials to remove language that denotes a requirement that parents must volunteer. Leadership will conduct a thorough review of this report's findings in this regard and make the necessary/required adjustments prior to publishing school information for the 2019-20 school year. The school's leadership will communicate with parents in order to educate them ways they may volunteer without a specific requirement to do so. In back-to-school meetings, open house nights, parent nights, PTO meetings, parent handbooks, and in on-line communications to families, North Las Vegas will include language to clarify the volunteer requirement issue.



## Nevada State Public Charter School Authority

**To:** Lee Esplin, Somerset Academy – Sky Pointe Principal  
John Barlow, Somerset Academy Executive Director  
John Bentham, Somerset Academy Board Chair  
Jason Guinasso, SPCSA Board Chair

**CC:** Rebecca Feiden, SPCSA Executive Director

**From:** Sandra Kinne, SPCSA

**Date:** Wednesday, May 22, 2019

**Re:** Site Evaluation Report for Somerset Academy – Sky Pointe

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### **SITE EVALUATION REPORT: Somerset Academy – Sky Pointe**

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Somerset Academy – Sky Pointe, which was conducted by SPCSA staff members, Sandra Kinne and Mark Modrcin on Thursday, April 25, 2019 at Somerset Academy – Sky Pointe, 7038 Sky Pointe Drive, Las Vegas, NV 89131. The optional school response is included. The school is currently in its 3rd year of its second charter authorization term, which expires June 30, 2022. The school leader is Lee Esplin, and the board chair is John Bentham.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

# SITE EVALUATION REPORT

## SOMERSET ACADEMY – SKY POINTE CAMPUS

**Campus Name:** Somerset Academy – Sky Pointe Campus

**Grade Levels:** K-12

**School Leader:** Lee Esplin, Principal

**Purpose of Site Evaluation:** Year 3 Site Evaluation, third year of reauthorization

**Conducted Date:** Thursday, April 25, 2019

**Conducted By:** Sandra Kinne and Mark Modrcin

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### SUMMARY OF SITE EVALUATION

The mission of Somerset Academy Sky Pointe 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 21st Century learners in a safe and enriching environment.*

The mission was observed through the following during the Site Evaluation:

- Lecture style of lessons, particularly in High School, promote accountability and achievement.
- Kinder students work independently and on task, demonstrating accountability.
- Students (not teacher) lead transitions, demonstrating accountability.
- Gradual release of content within instruction, ensuring students understand and allowing for achievement.
- Students are developing their skill to work independently on their writing skills in an enriching environment as evidenced by the level of teacher support and the posted materials in the room (projector, tips for independent writing, etc.).
- Students lead calling on students/peers to facilitate discussion and dialogue.
- Students in upper grades work independently and in small groups, while teacher circulates to support accountability.
- Students independently work in centers and seemingly hold each other accountable for completing the tasks at hand to promote achievement. The teacher monitors their work from her small group but does not need to remind students of the high expectations already in place.
- Students are asked to independently research a person of interest to write an exposition about. This ties to developing independent writing habits and will be critical for any secondary student.

Fourteen observations were conducted by the Evaluation team. At least one observation was conducted in each grade level, K-12, with the exception of 6<sup>th</sup> grade. In high school, observations were conducted in all general core subject areas (i.e., math, history, ELA, science) including specifically in Algebra, AP History, Algebra, Biology, and Physics, and ELA. Observations averaged 24 minutes. Observations ranged through the full cycle of observations, with some conducted in each the beginning, middle, and end of the lesson.

Common trends noted from observations and stakeholder feedback in focus groups include: appreciation of the small school size and sense of community by families and students; high expectations of students (which they appreciate); and inconsistencies in instruction with regards to engagement and rigor.

While the SPCSA team identified some areas for growth, overall, Somerset Academy – Sky Pointe has a strong culture and community, a clear focus on academic achievement and student success, and a shared commitment by stakeholders to focus on fulfilling the school’s mission for all students.

**I. CLASSROOM ENVIRONMENT**

Classroom Environment	Evidence Observed	School-wide Rating
<b>Creating an Environment of Respect and Rapport</b>	Overall, the tones, behavior, and discourse in classrooms was respectful, and the learning environment was safe and conducive to learning. When mistakes were made, students and teachers were generally respectful. Even when a teacher made an error in explaining content, students were respectful and polite.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Establishing a Culture for Learning</b>	<p>Classrooms were generally warm, well-organized, and welcoming, with several classrooms having strong print-rich environments (elementary) and/or a college-centered theme.</p> <p>Classrooms were well organized and focused on the subject matter, i.e., science, history, and were reflective of the grade level/age level of students (i.e., age-appropriate humor used).</p> <p>One observed high school classroom had minimal posters, no student work posted and was sparsely decorated. Nothing about the classroom indicated the grade level or content of the room.</p> <p>Overall, however, the school has a proficient culture for learning.</p>	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Managing Classroom Procedures</b>	<p>While classrooms were well-organized with content, operating procedures and practices demonstrated a need for improvement.</p> <p>Attendance in one classroom took five minutes given the procedure the teacher used. (In two other classrooms, it was more efficient and less time consuming.) Carpet transitions in elementary classrooms were also unnecessarily long and inefficient, leading to a loss of instructional time.</p> <p>In other classrooms, there were several noted teacher-centered activities, such as passing out papers individually to students instead of a systematic, established procedural process.</p> <p>In several observed classes, there was minimal evidence of a lesson cycle with instruction simply ending because the bell rang rather than teachers using any close out such as</p>	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

	CFUs, exit slips, connection to objective, or even overview of homework.	
<b>Managing Student Behavior</b>	Teachers manage behavior appropriately and effectively, when needed. There were few observed instances where teachers needed to intervene, implying a well-established and effective behavior management system.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

**II. INSTRUCTIONAL OBSERVATION**

<b>Instructional Observation</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Communicating with Students</b>	<p>In most cases, there was proficiency in communication and instruction. However, there were a few noted instances of demonstrative unsatisfactory evidence in this category. As a result, evaluators rated this criterion as 'basic'.</p> <p>In an elementary classroom, the teacher had an obvious error in a sentence that lead to confusion for students, especially given the related objective and necessity to ensure accuracy in the present content. The objective and lesson's purpose in this observation was also unclear to students. When coupled with the slow pace of the lesson, the result was considerable disengagement and sidebar conversations by students.</p> <p>In a high school science class, a teacher misinterpreted the problem, leading her/him to demonstrate how to solve it in a way that contradicted the actual approach to solving correctly. A student respectfully named this error, but it created confusion for much of the class. The confusion was not resolved before the class ended and was dismissed.</p> <p>In one class, a content-related video was shown, but there was no discussion or check for understanding with students through the course of showing the video. The teacher would occasionally pause it to provide commentary and make connections for students, but there was no student engagement, questioning of students, nor interactions between teacher and students or students and students</p>	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Using Questioning and Discussion Techniques</b>	<p>The range of classrooms meeting this criterion varied between 'Proficient' and 'Unsatisfactory.'</p> <p>As mentioned above regarding a content-appropriate video. Pauses in the video were one-sided, with T giving information rather than a discussion.</p>	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

	<p>In another class, the same students repeatedly engaged, while a few students had heads on desks and disengaged through discussion.</p> <p>In a third class, not all students are participating, but that may be due to the nature of the lesson. Some questions are higher level, but the teacher could have incorporated some discussion techniques for students so that they could still be engaged during the review portion of the observed class.</p> <p>In most classes, the questions observed and note were recall questions only. This often led to minimal participation by students. Examples of such questions from multiple classrooms are:</p> <ul style="list-style-type: none"> <li>• What happens at the end of Act 2? (Depths of Knowledge level 1, Factual/Recall)</li> <li>• What else are his thoughts? What are his actions? (DOK 1, Factual/Recall)</li> <li>• What does the Friar tell him? (DOK 1, Factual/Recall)</li> <li>• What about Mercutio? Is he worried about Romeo? (DOK 1, Factual/Recall)</li> <li>• Do we know the mass of the tank? Do we know its velocity? ((DOK 1, Factual/Recall)</li> <li>• What were two of the stories we read about working together? (DOK 1, Factual/Recall)</li> <li>• What was the other story? Who remembers the other story? (DOK 1, Factual/Recall)</li> <li>• What kind of story do you think this is going to be? (Infer, DOK2; Identify, DOK 1)</li> <li>• Do you guys remember what is genre? (DOK 1, Factual/Recall)</li> </ul> <p>In only two observations were higher-level questions noted, and they were both generally ‘Why’ style questions.</p>	
<p><b>Engaging Students in Learning</b></p>	<p>As with questioning strategies, above, there was a wide range of demonstrated criteria in the observations conducted. While in some classes, students are actively engaged with few students off task, in other classes there was considerable disengagement and/or off-task behavior due to teacher actions. In one class, the teacher misinterpreted the question and incorrectly modeled how to solve it until a student sought clarification and explained why s/he was incorrect. (The teacher apologized, explained her/his misinterpretation, and then began re-explaining.) Even as instruction continued, students continued to express confusion over how to solve the problem as they expressed not understanding the chart that was being used in the problem.</p>	<p><b>Distinguished</b>  <b>Proficient</b>  <b>Basic</b>  <b>Unsatisfactory</b></p>

	In one class, in which the content-based video was shown, students did not appear engaged. While some students appeared to be taking notes, other students had their heads down and/or were reading a book (that was positioned under their desk).	
<b>Using Assessment in Instruction</b>	<p>In several classrooms, this was either not observed (and thus, not evaluated), or it was observed to be done at a 'Basic' level.</p> <p>In one class, it was noted this could be done more effectively. The posted objective was weak, and it was not clear how the assignments tie to the objective nor how they were to be assessed on the objective.</p> <p>In another observation, it was unclear what the goal for students was other than completion. The teacher did not reference required elements, so the observer was left unclear as to what was sufficient for students to do/complete. More detail and explanation could have been offered here throughout the observed lesson.</p>	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

**III. OPERATIONS**

<b>Observations</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Mission-driven operations</b>	While there were a few classrooms where this criterion was observed at the "Basic" level, in most classrooms throughout the school, there was noted proficiency in operations and evidence of adhering to the mission in operations.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Managing Schoolwide Procedures</b>	From passing in the hall to efficient movement on stairwells (with arrows and taped floors), there was strong and smooth functioning schoolwide procedures noted.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Maintaining a Safe Environment</b>	In general, students in focus groups reported feeling safe, and there were demonstrated practices related to safety noted throughout the day.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

**IV. FOCUS GROUP SUMMARY**

<b>Group</b>	<b>No. of Participants</b>	<b>Duration</b>
<b>Governing Board<sup>1</sup></b>	2	45 min
<b>Parents/Families</b>	9	45 min

<sup>1</sup> Of the full Governing Board of seven members, two members – the Chair and a board member – participated, so quorum was not met, and Open Meeting Law was not violated. The Governing Board Focus Group was conducted on Tuesday, April 23 during the Somerset Academy – North Las Vegas Site Evaluation. All of the Somerset Academy schools in Nevada have the same board.



Students (3 <sup>rd</sup> -12 <sup>th</sup> grade)	9	45 min
Staff	10	45 min

### Governing Board

- Board members spoke of the school's mission and the collective desire to provide an equitable education to every student. *"We want to be best education possible, while also building leaders that have good character,"* said one board member. Said another, *we are "creating children that want to grow up and do more than just sit behind the scenes,"* citing the including of leadership development in the school's curriculum.
- Board members said they receive training from Academica, their EMO and vendor. They discussed some of the books the Board has collectively read, attendance at national conferences related to governance, and board training of new members within 60 days.
- Board members recognized the need for growth given the elementary school's 2-star status. They said they've hired a principal that is able to better focus on academics, developed a plan to improve student achievement and performance, and are working with Florida counterparts to ensure school leadership at all of their campus are replicating best practices. The board members want all of their schools to be 5-star schools and demonstrate growth and progress. Said one board member, *"One of the benefits to being a charter is that we can pivot and be more nimble."*
- The Board members said they evaluate the Executive Director but also have a role in evaluating the principals.

### Parents/Families

- Families appreciate the small size of the school and sense of community. Several of the parent participants named the class size as a reason for wanting their children in the school. They also named that the small size of the school allows staff to get to know their students. Said one parent, *"The nice thing about the staff is that they know both of my students, they are treated fairly, and respond to the appropriate challenges."*
- Parents said teachers communicate behavior expectations and the school has high expectations for all students. Several parents said there has been improvement with behavior at the school this year, but there is still a need for holding students to the expectations and making fewer exceptions. This was also heard in the student focus group. Said one parent, *"I wish they could be tougher on the kids that do face challenges. I wish they would hold to their policies more frequently."* Another parent said, *"Since there has been a new principal, the teachers have been more strict because they are backed by the principal. The house has been cleaned a bit. Some of the weaker teachers have been let go."*
- Parents and families were asked about their engagement and involvement with the school. Several said they attend school events like Orientation, Open House, and Family Nights, while also fulfilling their volunteer hours, which, as parents shared, are still "required." *"We have a minimum of 30-hour requirement. I might not have 30 hours, but I can purchase things to make up for this. We can contribute that way."*

### Students

- Students overwhelmingly appreciate the extra-curriculars of the school, including dance and support, and they named their Specials options, including Music, as favorite things. Conversely, the lack of a weight room to support sports programs, and the school library were identified by multiple students as dislikes. The Yondr patches were raised as a feature most students do not like, though several students said they understood their purpose and see their use as an opportunity – or, in one case, "a learning experiment" – to interact with friends at school.

- All students identified ambitious personal goals upon completion of school and spoke with confidence and pride of their long-term education and career goals, even those in elementary grades. In the conversation, students named the college and career readiness as an asset to the school. The majority of students also said they felt challenged in their classes and welcomed the challenges. Said one student, “The more you struggle, the more successful you’ll be.” Said another, “You get out what you put in.”
- Students identified at least one adult on campus with whom they feel comfortable and would go to if they need assistance. Almost all students named Ms. Moore, who some had in Kindergarten, as the person with whom they feel most comfortable reaching out to for support. *“She’s our counselor, and she always solves problems with kids and makes them feel better,”* said one student. Several students agreed.

### **Staff**

- Staff overwhelmingly spoke of the collaborative nature of the school, saying it was a motivating factor for them. Said one teacher, “It’s not top down here. ... It’s not an us and them; it’s a collaborative force.” Another teacher said he planned to leave teaching until he started working at the school, saying the school is motivating and helps him maintain high expectations for himself.
- Teachers spoke highly of the school’s teacher mentoring program, saying it was a way to support those starting in the profession and develop those with experience. One teacher said two first-year colleagues have told her they would have left, already, if not for their mentors, and one teacher, a mentee, said the program had been helpful to her. Another teacher said s/he had learned a lot just by serving as a mentor. One teacher said it was something the state should consider funding, and other teachers agreed. Currently, the program is grant-funded.
- Teachers and staff said they are generally supported, and the admin team has an open-door policy so as to be able to share concerns. Several teachers did say some of the PD is ineffective, and in the past the workshop model, led by teachers, has been helpful.

## **V. OVERALL STRENGTHS OF PROGRAM**

### **1. Culture and environment supportive to learning**

In general, students, staff, and parents/families spoke highly of the culture and atmosphere SPCSA staff noted this throughout the day and across the campus; there was a strong sense of commitment to and pride in the school by all stakeholders. As guests on the campus, it provided a sense of warmth and welcoming as we spent the day at the school.

Students and parents spoke of challenging and engaging opportunities in instruction, as well as in extracurricular opportunities. Also, staff and teachers reported multiple opportunities for their own learning and development, including the mentoring program (see below). This all contributes to both an environment that is conducive to learning for students but also for teachers and staff and continues to motivate teachers to stay at the school, as they noted in their focus group.

### **2. Strong operations**

The seamless operations, particularly on a K-12 campus, were strong and impressive. The staggered arrival/dismissal processes seem designed to ensure student safety and efficiency, and the operations through the scope of the day appear intentional to ensure minimal loss of instructional time and student safety. Whether simple signs outside doors with arrows that say “Line Up Here” to the taped floors and stairwells, the school has clear, concrete, and easy-to-follow operations. The school serves as a model for others within its network (and, possibly, the SPCSA portfolio) for efficient, organized, and well-designed operations.

### 3. School's mentoring program and teacher supports

Though mentioned above, in the context of an environment supportive of learning, the school's mentoring program is worth highlighting on its own and is a component of extensive school supports designed to develop – and retain – teachers, a critical necessity in an at-large community with a significant teacher shortage.

Teachers spoke highly of the school's mentoring program, and several noted they would not still be at the school/in the profession without the program. The opportunity to get mentoring from veteran educators, as well as have support specific to their needs, is a highlight for many at the school, per teachers in the focus group. The additional supports and developments for teachers and staff – including regular check-ins, professional development that is specific to the school and within the network, and the open-door policy of the administration – were all highlighted in conversations.

## VI. RECOMMENDATIONS/ACTION ITEMS

### 1. Ensure compliance with state statutes

While we recognize the written handbook(s)<sup>2</sup> by the school reflect an accurate and legally-supported approach to *asking* families to volunteer, there is still language in multiple locations on the school's website that implies the hours are required.

These examples include:

- Purchasing PTO memberships to count toward hours of service: *"Forms of Membership are available: \$15.00 Family Membership includes credit for (5) hour of service; \$50.00 Booster Membership includes credit for (10) hours of service; \$100.00 Eagle Membership includes credit for (15) hours of service"*<sup>3</sup>
- Because your help is so crucial, we will be offering 2 service hours to anyone that assists from 11:15am-12:45pm in our elementary lunchroom.<sup>4</sup>
- If you're available to help us on Friday, February 8th, please sign up! Service hours will be given.<sup>5</sup>
- "Below is a guideline that will be used by the classroom teacher in determining the value of credit to be given for donations.
  - For every hour spent on campus or in classroom = one hour credit
  - For every night meeting attended = 2 hours credit
  - For every purchase of new products for the classroom requested by the teacher for the school = 1/4 of the price (I.e. \$4.00 spent receives 1 hour credit)
  - For completing a project at home (cutting out art materials) = 2 hours credit
  - For every hour in the office or media center = 1 hour credit
  - For developing and sharing a lesson with a class = 4 hours credit
  - For chaperoning on a trip (in school or out of school): 1/2 day = 4 hours credit, full day = 7 hours credit
  - Donating new hard cover books for the classroom: \$4.00 spent receives 1 hour credit)\*\*books must be approved by administration prior to issuing volunteer hour credit.<sup>6</sup>

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<sup>2</sup> <https://mshs.somersetskypointe.org/ourpages/auto/2014/11/25/64525169/2018-19%20SOM%20SKP%20PARENT%20HANDBOOK.pdf>

<sup>3</sup> [https://es.somersetskypointe.org/apps/pages/index.jsp?uREC\\_ID=212752&type=d&termREC\\_ID=&pREC\\_ID=413127](https://es.somersetskypointe.org/apps/pages/index.jsp?uREC_ID=212752&type=d&termREC_ID=&pREC_ID=413127)

<sup>4</sup> <https://mshs.somersetskypointe.org/ourpages/auto/2014/11/25/43428193/Parent%20Pointes%201-28%20to%202-2%202019.pdf>

<sup>5</sup> Ibid.

<sup>6</sup> [https://es.somersetskypointe.org/apps/pages/index.jsp?uREC\\_ID=209492&type=d&pREC\\_ID=409679](https://es.somersetskypointe.org/apps/pages/index.jsp?uREC_ID=209492&type=d&pREC_ID=409679)

While some of these may be outdated volunteer opportunities, the reality is:

- a) They still send a message to families, especially those considering Somerset as an option, that volunteering is 'required'; and
- b) The absences of years to indicate when these events took place imply they are current school year volunteer opportunities.

Additionally, as noted above in the Parent/Family Focus Group summary, parents report they are "required" to donate 30 hours of volunteer time. "We have a minimum of 30-hour requirement. I might not have 30 hours, but I can purchase things to make up for this." This is essentially a pay-for-play component of the school that is required, per parents.

This is incredibly problematic, especially given the previous conversations the Authority has had with Somerset Academy leadership and other schools who contract with Academica.<sup>7</sup> Further, it is a violation of state statute; [R 131-16](#), schools cannot require parents/guardians of students to volunteer.

#### **ACTION ITEM**

Effectively immediately and with the end of the 2018-19 school year, cease the use of 'required' for volunteer hours. During the summer and as part of the submission of documents for the 2019-20 school year, including the Student and Parent handbooks, ensure that the language used in handbooks, on the school's website(s) and social media pages (i.e., Facebook), and in conversation with families, such as at PTO/PTA meetings and Back-to-School Night is compliant with state statute related to volunteering hours. As the Authority discussed with all Academica leaders at a meeting on September 11, 2018, the accepted language includes "encourages" or "asks" and that there is no 'pay-for-play' credit for hours that are not required. It is not permissible for a school to requiring families to volunteer hours as part of the child/children's enrollment.

#### **2. Ensure consistency of practices throughout the school**

While school operations were a highlight of the day-long evaluation, there were noted inconsistencies in some areas, including the use (or lack of use) of CHAMPs, progressive discipline posters, and entering/exiting a classroom (in that, students dismissed themselves or lingered in hallways rather than enter a space). Observers rarely, if at all, saw CHAMPs in use, and while there was no noted need for behavior correction or implementation of the posted progressive discipline plan, there was also minimal positive reinforcement or behavior narration that supports consistency and expected behavior.

Further, as noted above, the school's strong operations including posters (in middle/high school) for indicating where students were to stand prior to entering a classroom. But, there was no clarity of expectations upon entering the space, and the procedures, particularly a 'Do Now' and voice levels, were generally unclear and inconsistent even across grade levels and content areas.

#### **RECOMMENDATION**

During summer PD and throughout the 2019-20 school year, realign on the practiced procedures and expectations of **all** students and staff. Use posters, strategies, and practices consistently and decide, collectively as a school community, what is superfluous or no longer purposeful to the current school culture. We suggest working collaboratively with other schools within the Somerset network and high-performing schools within the region to identify strong best practices related to

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<sup>7</sup> Additionally, Academica sent Somerset Academy leadership an email on this matter on March 5, 2018, advising language change for the 2018-19 handbook. A conversation with Somerset Academy leadership has occurred on at least three occasions related to the language and requirements of parent volunteering.

operations and to support the continued growth of students and schools with whom there are established partnerships.

### **3. Strengthen instructional strategies related to questions, objectives, and exit tickets**

Throughout the day, and as noted above, there were several instances of low-level questioning without those questions scaffolding to higher-level, more open-ended questions or discussions. Additionally, observers noted in multiple classrooms a misalignment of objectives to instruction. What was posted, was not related to what students were doing, or the content being delivered was but the activity/assignment seemed disconnected. Further, the complete lack of exit tickets (or other Check For Understanding – CFU) at the close of lessons. In part, this was both a cause and effect of a rushed close-out (i.e., teachers would be in the middle of a sentence when bell would sound or students were packing up as teacher continued instruction); there simply was not time given intentionally for exit slips or end-of-lessons checks for mastery; the rushed pace or effort to wrap up a lesson allow for any closing of the lesson.

### **RECOMMENDATION**

Ensure all teachers include an Opening and Closing activity that is aligned to the objective in their lesson plans. During PD sessions, work with teachers on pacing/delivery of lessons, instructional planning (to ensure they're able to get through the entire lesson), and, to support the need for increased rigor, list out their planned, scaffolded questions. The Leadership Team may want to consider setting a 'quota' for the number of lessons that include an Exit Slip and using those as talking points in coaching conversations and teacher support. For some teacher, rehearsing the delivery of their lessons in coaching sessions may be beneficial.

### **Note**

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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## VI. RECOMMENDATIONS/ACTION ITEMS

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These examples include:

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- - Because your help is so crucial, we will be offering 2 service hours to anyone that assists from 11:15am-12:45pm in our elementary lunchroom.
- - If you're available to help us on Friday, February 8th, please sign up! Service hours will be given.

Below is a guideline that will be used by the classroom teacher in determining the value of credit to be given for donations.

- For every hour spent on campus or in classroom = one hour credit
- For every night meeting attended = 2 hours credit
- For every purchase of new products for the classroom requested by the teacher for the school = 1/4 of the price (I.e. \$4.00 spent receives 1 hour credit)
- For completing a project at home (cutting out art materials) = 2 hours credit
- For every hour in the office or media center = 1 hour credit
- For developing and sharing a lesson with a class = 4 hours credit
- For chaperoning on a trip (in school or out of school): 1/2 day = 4 hours credit, full day = 7 hours credit
- Donating new hard cover books for the classroom: \$4.00 spent receives 1 hour credit)\*\*books must be approved by administration prior to issuing volunteer hour credit.

While some of these may be outdated volunteer opportunities, the reality is:

1. a) They still send a message to families, especially those considering Somerset as an option, that volunteering is 'required'; and
2. b) The absences of years to indicate when these events took place imply they are current school year volunteer opportunities.

Additionally, as noted above in the Parent/Family Focus Group summary, parents report they are "required" to donate 30 hours of volunteer time. "We have a minimum of 30-hour requirement. I

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<p>Somerset Academy Sky Pointe K-12 campus will review all print and online materials to remove language that denotes a requirement that parents must volunteer. Leadership will conduct a thorough review of this report’s findings in this regard and make the necessary/required adjustments prior to publishing school information for the 2019-20 school year. The school’s leadership will communicate with parents in order to educate them ways they may volunteer without a specific requirement to do so. In back-to-school meetings, open house nights, parent nights, PTO meetings, parent handbooks, and in on-line communications to families, Sky Pointe K-12 will include language to clarify the volunteer requirement issue.</p>
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#### 2. Ensure consistency of practices throughout the school

While school operations were a highlight of the day-long evaluation, there were noted inconsistencies in some areas, including the use (or lack of use) of CHAMPS, progressive discipline posters, and entering/exiting a classroom (in that, students dismissed themselves or lingered in hallways rather than enter a space). Observers rarely, if at all, saw CHAMPS in use, and while there was no noted need for behavior correction or implementation of the posted progressive discipline plan, there was also minimal positive reinforcement or behavior narration that supports consistency and expected behavior.

Further, as noted above, the school’s strong operations including posters (in middle/high school) for indicating where students were to stand prior to entering a classroom. But, there was no clarity of expectations upon entering the space, and the procedures, particularly a ‘Do Now’ and voice levels, were generally unclear and inconsistent even across grade levels and content areas.

## RECOMMENDATION

During summer PD and throughout the 2019-20 school year, realign on the practiced procedures and expectations of all students and staff. Use posters, strategies, and practices consistently and decide, collectively as a school community, what is superfluous or no longer purposeful to the current school culture. We suggest working collaboratively with other schools within the Somerset network and high-performing schools within the region to identify strong best practices related to operations and to support the continued growth of students and schools with whom there are established partnerships.

Somerset Sky Pointe K-12 campus will develop a plan to address this finding. We will utilize our school's Discipline Committee to further develop actions steps and solicit buy-in from all staff members on how to more fully embed appropriate and more orderly procedures and expectations into our day-to-day operations. The Discipline Committee will be tasked to explore other successful schools/systems in order to identify best practices in this regard. The plan, once created, will be shared with all stakeholders prior to the beginning of the 2019-20 school year.

### 3. Strengthen instructional strategies related to questions, objectives, and exit tickets

Throughout the day, and as noted above, there were several instances of low-level questioning without those questions scaffolding to higher-level, more open-ended questions or discussions. Additionally, observers noted in multiple classrooms a misalignment of objectives to instruction. What was posted, was not related to what students were doing, or the content being delivered was but the activity/assignment seemed disconnected. Further, the complete lack of exit tickets (or other Check For Understanding – CFU) at the close of lessons. In part, this was both a cause and effect of a rushed close-out (i.e., teachers would be in the middle of a sentence when bell would sound or students were packing up as teacher continued instruction); there simply was not time given intentionally for exit slips or end-of-lessons checks for mastery; the rushed pace or effort to wrap up a lesson allow for any closing of the lesson.

## RECOMMENDATION

Ensure all teachers include an Opening and Closing activity that is aligned to the objective in their lesson plans. During PD sessions, work with teachers on pacing/delivery of lessons, instructional planning (to ensure they're able to get through the entire lesson), and, to support the need for increased rigor, list out their planned, scaffolded questions. The Leadership Team may want to consider setting a 'quota' for the number of lessons that include an Exit Slip and using those as talking points in coaching conversations and teacher support. For some teacher, rehearsing the delivery of their lessons in coaching sessions may be beneficial.

Somerset Academy Sky Pointe K-12 campus leadership and the instructional coaching team will work with the instructional staff on the inclusion of opening/closing activities that are aligned to the objective stated in lesson plans. The instructional coaching staff will be tasked to work with teachers on how to embed these activities within the lesson plans and help provide examples on how to ensure these are being implemented within the instructional time. A plan will to address this will be created in the summer and shared with grade level chairs,



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department lead teachers, and eventually the entire teaching staff. Administrators and instructional coaches will include this initiative in their walkthrough protocols and in full scale evaluation expectations.

#### VII. Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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# Appendix C

## SITE EVALUATION REPORT

**Campus Name:** Somerset Aliante Campus  
**Grade Levels:** K-8  
**School Leader:** Elaine Kelley  
**Purpose of Evaluation:** This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.  
**Conducted Date:** February 27, 2020  
**Conducted By:** Karen Gordon and Selcuk Ozdemir

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### SUMMARY OF SITE EVALUATION

#### Mission Statement:

The mission of Somerset is to 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 21st Century learners in a safe and enriching environment.

The Nevada State Public Charter Authority (SPCSA) Site Evaluation team members observed 17 classrooms, including kindergarten, elementary, and middle school classrooms. The Somerset mission was observed in some classrooms and on campus. Fifth graders worked individually to improve their ability to multiply fractions and their classroom teacher provided one on one feedback and support—an example of students becoming more prepared to excel in academics. In another instance, small groups of K-2 students worked with adults in the hallways and obtained individual feedback and academic support where support was needed.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>Student-teacher interactions were inconsistent across the school, resulting in an overall <i>Basic</i> rating. In the two classrooms rated <i>Distinguished</i>, there were high levels of respectful interactions; as an example, one teacher taking attendance asked students to state their favorite ice cream, which led to smiles, laughs, and personal connections between students and the teacher. In the seven classrooms rated <i>Proficient</i>, there was general warmth and caring. In the eight classrooms rated <i>Basic</i>, there were occasional displays of insensitivity. As one example, a teacher reminded students about the level of noise, and twice threatened to take away points. In another <i>Basic</i> classroom, the teacher asked if there were any questions, but when a student began talking, the teacher interrupted. In an additional example, a teacher had a flat tone in their voice, did not smile, and spoke very quickly, appearing frustrated with students.</p>	<p>Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed</p>
<p><b>Establishing a Culture for Learning</b></p>	<p>The culture for learning was inconsistent across the school, resulting in an overall <i>Basic</i> rating. In the two classrooms rated <i>Distinguished</i>, there was evidence of students taking pride in their work and initiating improvements, while showing a passionate commitment to the subject. In the six classrooms rated <i>Proficient</i>, there was a commitment to the subject by both students and their teacher. In the nine classrooms rated <i>Basic</i>, there were inconsistent expectations for student achievement. In one example, there were six students with hands raised for more than two minutes, waiting for attention and assistance. In another <i>Basic</i> classroom, students worked independently on i-Ready while the teacher was situated at their own desk. Students were instructed to play games on their computers after the i-Ready assignment was completed, and some were observed doing just that.</p>	<p>Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed</p>
<p><b>Managing Classroom Procedures</b></p>	<p>The overall rating in this area is <i>Proficient</i>, with ten classrooms showing evidence of well-established routines and procedures. Two classrooms were rated <i>Distinguished</i>. In one of these classrooms, the teacher arranged “group leaders” who were responsible for retrieving supplies for the class. In the five classrooms rated <i>Basic</i>, some procedures were clear, but others were inconsistent. For example, one teacher read aloud</p>	<p>Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed</p>

	to a group of students while others came up to a table to have an assignment checked, resulting in a line of students waiting for assistance.	
<b>Managing Student Behavior</b>	The overall rating in this area is <i>Proficient</i> , as in the majority of classrooms (nine), teachers were aware of student behavior and maintained clear standards of conduct. Two classrooms were rated <i>Distinguished</i> . In one, the teacher consistently scanned the room, checked in with students personally, and addressed students by name, using the words “please” and “thank you” in an encouraging and warm voice. There were six classrooms rated <i>Basic</i> due to inconsistent management of student behavior. As one example, a teacher was working with a small group of students at a table and another group was playing with their materials instead of focusing on the assignment. The teacher allowed this to take place for ten minutes.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

**II. INSTRUCTIONAL OBSERVATION**

<b>Instructional Observation</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Communicating with Students</b>	The overall rating in this area was <i>Proficient</i> , as in the majority of classrooms (11), the teachers communicated clearly and the purpose for the lessons were straightforward. In the one classroom rated <i>Distinguished</i> , the teacher helped students understand how the learning was linked to student background knowledge. In the five classrooms rated <i>Basic</i> , the communication was unclear or inappropriate. For example, one teacher commented, “Don’t write on my board”, suggesting the classroom belonged to the teacher and not the students. In another <i>Basic</i> classroom, the teacher said, “Would you sharpen pencils”, leaving out the respectful, please and thank you.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Using Questioning and Discussion Techniques</b>	The overall rating in this area was <i>Proficient</i> . In nine classrooms, teachers used various questioning and discussion techniques. In the one classroom rated <i>Distinguished</i> , students created questions, made contributions, and participated in the discussion. There were seven classrooms rated <i>Basic</i> in this area due to lack of discussion and questioning, as well as very low levels of student participation.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Engaging Students in Learning</b>	In most classrooms (ten), students were subdued and/or only partially engaged, resulting in an overall rating of <i>Basic</i> in this area. In the one classroom rated	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b>

	<i>Distinguished</i> , the teacher led the class in a hands-on activity with oatmeal to learn about waves. In this classroom, students were engaged, smiling, and learning. Six classrooms were rated <i>Proficient</i> , and in one math class, the teacher provided students with engaging clear instruction and they had a choice of markers.	Unsatisfactory Not Observed
Using Assessment in Instruction	Observations in this area were mixed, but the overall rating was <i>Proficient</i> . In nine classrooms the teachers monitored the progress of some of the students. In two classrooms where this specific area was <i>Not Observed</i> , students were silent and working on the computer. In two <i>Distinguished</i> classrooms, the teachers made sure the students knew the required criteria and monitored the quality of work. For example, one teacher roamed around a math class as the students worked on a problem and gave clear one-to-one feedback to each student—marking workbooks with their own marker. In another <i>Distinguished</i> classroom, the teacher used a thumbs up, thumbs down, and thumbs sideways approach to guide students; to think about how they were doing multiplying fractions, this action helped both the teacher and students think about their learning. In the four <i>Basic</i> classrooms, the students appeared to know some of the criteria for their performance. Although the teachers monitored the classrooms, they did not appear to be consistently checking for student understanding and comprehension.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	In classrooms, hallways, the lunchroom, and playground, mission-driven procedures were in place, resulting in an overall rating of <i>Proficient</i> in this area. The procedures have been designed with the school’s mission.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	The rating in this area is <i>Proficient</i> , as schoolwide routines generally function smoothly, including students arriving to school, entering the building, transitioning between classes, and excusing themselves to the restroom. There were a few <i>Basic</i> (six) examples within classrooms where there were unusually long spaces of time spent on lining up to leave the classroom.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	Safety indicators exist across the campus and ensure student and staff safety, resulting in an overall rating of	Distinguished <b>Proficient</b>

	<i>Proficient</i> in this area. There is a check-in and check-out procedure, as well as well-established routines for students to transition from one place to another within the school. In addition, school staff conducts safety checks such as fire and code red/blue drills.	<b>Basic Unsatisfactory Not Observed</b>
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**IV. FOCUS GROUP SUMMARY**

<b>Group</b>	<b>No. of Participants</b>	<b>Duration of Focus Group</b>
<b>Governing Board<sup>1</sup></b>	<b>3</b>	<b>30</b>
<b>Parents/Families</b>	<b>7</b>	<b>35</b>
<b>Students</b>	<b>11</b>	<b>30</b>
<b>School Leadership</b>	<b>3</b>	<b>35</b>
<b>Staff</b>	<b>10</b>	<b>45</b>

**Governing Board:**

- According to board members, the mission was developed a few years ago, and was recently reviewed. The board reports that success in fulfilling this mission is evidenced by what they see. One board member shared, “There is evidence of the mission everywhere. The instruction is supporting academics, but the staff and students understand the data and there is a partnership.” Another person added, “It was great to see that the schools have rearranged things so that the teachers are working with the RTI students and helping students. This is done in the intervention block”. Board members shared that part of the vision is going beyond academics and includes service and character.
- Board members said that students learn to serve others. One member said, “We have the National Jr. Honor Society through clubs and in order to graduate, students have to have 100 volunteer hours. We try to provide high quality for ALL students. We have the Leader in Me program that promotes each student being a leader.”
- Regarding star ratings, members shared that the North Las Vegas campus has RTI, interventions, tutoring and professional development acknowledging students. Regarding the Losee Campus, board reported that they met with Principal Scobell. She is talking to staff and identifying all of the weak areas. She has been pairing teachers to support each other, supporting instructional coaches, and the administrative team is observing and giving extra attention to areas in need. Principal Scobell is meeting with another principal from a high performing campus. The Losee Campus leader conducts “Principal Chats” with all parents on a monthly basis.
- The members of the board shared that they meet at least every other month and sometimes more. Agendas are created in tandem with the principal and the EMO who creates the agenda.

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

- The board said that have a principal review committee approved a finance committee. The finance committee reports at the board meeting, and reviews financials and reports to the board.
- Leaders present school successes and each principal reports highlights and the progress report. Progress report shows how the data is progressing using several types of data including, i-Ready, Freckle, Boost, and MAP data.
- Board member stability is good. One member has been on the board for nine years and the remainder have been on for at least four years except for one person who is new by six months. One person commented, “We have a diverse board in terms of experience including education, legal, financial, backgrounds and we are all there to make sure we are all there for the same page.”
- The board received recent training – one from Brian Carpenter on board training, Jessica Barr on data, and the national conferences to help focus and provide training. Board members affiliated with the Florida Somerset and able to leverage from schools in that state that have been around for several years. One member of the board pointed out that, “It is important to note that the system is fiscally strong, and we are on target to have a 3% budget surplus at the end of the year and we own most of campuses.”

#### Parents/Families:

- When asked about why they chose this school, one parent shared that their previous school was ill-equipped to handle children with special needs, but stated that this school has been very supportive. Another parent said they previously taught at another school, and because of that experience, they decided a charter school was a better choice. One parent shared that they came to Somerset years ago, but when the Principal and many staff opened this campus, the family decided to come here since they already knew the staff and culture.
- As to the school community, members of the focus group said staff has been very supportive of their students. A parent shared that when a family member passed away, the staff was very supportive of their child. Another parent added, “My daughter’s teacher really pushed to have my child tested and get an IEP and I really appreciated this opportunity.” Another parent enjoys talking to teachers in the morning, and notes staff, including the Principal, knows her child’s name.
- Regarding their perceived role at the school, parents shared that their role is to volunteer and work with their child academically if possible. One shared, “We are our child’s most important advocate. I like that there is not too much homework, but I feel I can help here.”



- When asked about volunteerism, the PTO President was in the focus group and stated they want to build a community that inspires parents to volunteer and help out at events. Many members of the focus group commented as to how they enjoy volunteering. One parent said that if you want to help, you can work the lunchroom or help in the classroom. Another stated, teachers will send out an email asking for help. A parent said that forty hours of volunteer work per family used to be required, but that this is no longer permissible.
- Parents had a variety of least favorite things about the school. One mentioned teachers who prejudice students. Another parent feels that there are too many communication methods, especially in middle school. There are sign-up genius, text messages, emails, and Dojo. This parent would like to see teachers using the same types of communication. Another parent pointed out that communication is inconsistent because it is done by grade level. Another parent said they are sick of the testing and science fair projects.
- When talking about whether students are being challenged, parents had mixed answers. One parent said that they don't like that their child is told to complete assignments in i-Ready and expected to figure it out on their own. Another parent said it depends on the child and they each have a different need. One family member commented, "For my high achiever, I feel like the school is trying to push my child." However, another parent is frustrated because they have been told that the school cannot teach students content from a higher-grade level.

#### **Students:**

- When students were asked about their favorite thing about school, they mentioned clubs and sports. They also liked that they are part of the decision-making process at this campus. For example, students shared that the staff at the school asked for student opinions regarding a block schedule, and students said they were happy about it.
- When asked about academics, students listed math and reading as challenging classes. They said that they appreciate teacher efforts to make classes more interesting. One said, "Teachers provide several different examples. Instead of giving plain examples they help us with several different ways." One student mentioned History is the most interesting class, and another said they liked that there are many hands-on activities in the science classes.
- All students feel safe on campus. They said if they are upset about something, they feel safe to talk with their teacher, peer, or family.
- Students reported that they follow their academic progress via Infinite Campus. They also use Dojo at the elementary level, and Google Classroom at the middle school level.

- When asked what they do if they have trouble understanding something or receive a low grade, students commented that they ask their teacher for extra practice. They also have tutoring before and after school.
- Students reported that sometimes the food is cold at lunch. They also said they would like to have a longer lunch time

### School Leadership:

- School leaders shared that student engagement is the biggest challenge. One leader commented, “Last year was the first year with the new group and we did not know the student population. It takes a while to level out. We are constantly reassessing and reevaluate the new students so we know them better and can better support their learning.”
- Regarding academic achievement, a school leader said, “We plan to improve academic achievement by hiring more quality teachers. We have some long-term substitute teachers currently. It is difficult hiring/retaining experienced high-quality teachers with the low pay scale.”
- The leadership staff shared that they are committed to recruiting high quality personnel. They attend job fairs, advertise in the UNLV teaching program, and receive a lot of applications via word of mouth. To retain high quality teachers, they offer bonuses. Leadership believes the work environment at this school makes teachers want to stay. Additionally, school leaders said that the atmosphere is different here and leaders said they are visible, leading teachers to feel supported all the time.
- Leadership said they have regular data chats with teachers and students to improve academic achievement. Data analysis and data-driven instruction is their number one priority. Leaders shared that, “We have a data wall; we administer MAP three times a year. With the MAP results we are grouping the students according to their levels and their goals. We check each grade level data and use i-Ready scores, updating monthly.”
- Regarding communication between leadership and staff, there is frequent communication among all staff so that everyone is informed. One member of the leadership team commented, “We communicate with staff members regularly. We have “Bear Buzz” (a weekly email) that goes out. We also have bi-weekly staff meetings, and grade level teams meet twice a week. As an admin team we have a scheduled monthly meeting. Our school also has an Instagram and Facebook account, which we use for announcements and activities.”
- According to school leadership, there are other important items at the school include full time curriculum coaches and specialists that help maintain high morale and strong teacher retention. They said that they are providing a mentoring program to

support their teachers. One person said, “This year we have changed the fourth-grade structure from a standard set-up to a departmentalized structure. Two weeks ago, we started a block schedule structure in middle school. So far, we have not received any complaints from students or parents.”

- The leadership team is most proud of their students. They said, “In this school everyone helps and cares about each other. We have happy kids. Our teachers work collaboratively and try to provide every opportunity to our teachers.”

**Staff:**

- Many of the staff at the Aliante campus transitioned from other Somerset schools to this school with the principal when it opened. Staff shared that they felt strong levels of trust and believed there would be a family feeling and strong community. One staff member came from a charter school in Northern Nevada and wanted to continue their experience with charter schools. Two decided to come teach at a charter rather than a district school, and both are very happy with this change.
- When the staff was asked about how the school is focused on elevating student achievement, there were several answers. One said that fifth grade has departmentalized subjects and explained that the grade level has a very strong math teacher. Another said that the school has a data board and they themselves have created incentives for students to achieve i-Ready goals. One person commented that staff helps boost student achievement by noticing that a student may need some extra support on i-Ready. They also provide enrichment groups. The middle school is looking at Smarter Balanced Assessment data and has grouped students into achievement level groups with an emphasis on students not making the progress. Focus group members added that the school has Response to Intervention (RTI), an Intensive Care Unit (ICU), and Read-by-Grade-Three (RB3) small group instruction and flexible groupings of students.
- In regard to communication, one staff member commented, “We have strong communication with parents and make sure that our students who don’t have certain opportunities at home, get the support they need.
- When teachers were asked about what they do when they notice students aren’t learning, one teacher remarked, “Using i-Ready, we can see how our grade level is doing for each standard and then pull skill-based groups. We use this for both whole group and small group instruction.” Teachers report that they think it is about educating the students to slow down and pay attention to the i-Ready.
- The staff was supportive of the current delivery of professional development days. One commented, “Our curriculum coach sent out a survey to determine how the needs of staff could be met. Somerset provides options. There are two [PD days] systemwide per year, and a list is provided with presenters from each campus who get to share what is working well.” There is a mentor/mentee program, and

opportunities to attend national conferences such as the Elementary SDE conference or National Reading Recovery Conference.

- Staff shared that there is an incentive to get a Master's degree. Somerset will pay about \$120 per credit to teachers that are pursuing this degree. The Principal has agreed to support one teacher to continue their re-certification at a highly regarded out-of-state university and recognizes that it is a great resource.
- Staff commented that there is a strong culture and climate, and that meetings are welcoming with the administration, creating a sense of camaraderie at the campus.
- Members of the staff said that this is a new campus and it takes time to get things moving forward. Staff went on to say that since this is just the second year, everyone has to realize this. They have many new families and parents, who are learning to navigate the system.

## V. OVERALL STRENGTHS OF PROGRAM

### A. Somerset Network

#### 1. A strong focus on data-based instruction is present at all Somerset Campuses.

- Grade level teams participate in Professional Learning Communities, (PLC's) where teams and analyze data to determine what students have learned and know as well as respond when students didn't fully learn a concept as measured by SBAC, MAPS, and summative test results.
- Using data, teacher teams respond to gaps in learning by re-teaching, creating skills based small group instruction, or changing the way content is delivered to students.
- Students are full participants in the setting of their individual learning goals and monitoring progress toward goals.
- All campuses provide strong professional development centered on using data to improve instruction.
- School campuses conduct Data Days to provide additional support for using data to improvement student achievement.

#### 2. All Somerset Schools have implemented the CHAMPS framework which is a research-based set of guidelines that follows Positive Behavioral Interventions and Supports.

- CHAMPS stands for: C-Conversation, H-Help, A-Activity, M-Movement, P-Participation, S-Success.
- CHAMPS explicitly outlines the who, what, when, where, and why for students throughout all phases of instruction.
- The system delivers positive reinforcement and more opportunities for students as it outlines expectations for learning.

## **B. Somerset Aliante Campus**

- 1. There were many instances of writing instruction taking place K-8.**
  - This included picking a topic, learning about sentence structure, paragraph creation, and the detailed process of a five-paragraph essay.
  - Various pieces of writing across grade levels were displayed on bulletin boards throughout the hallways of the school.
- 2. There was evidence of small group instruction taking place.**
  - The SPCSA team noted that this individualized instruction was taking place in the K-2 hallway areas.
  - Interventionists were working with small groups of 1-3 students on specific skills.
- 3. There were some Distinguished ratings in each area observed.**
  - **Classroom Environment: Creating an Environment of Respect (2), Establishing a Culture for Learning (2), Managing Classroom Procedures (2) Managing Student Behavior (2)**
  - **Instructional Observation: Communicating with Students (1), Using Questioning (1), Engaging Students (1) Using Assessment in Instruction (2)**

## **VI. RECOMMENDATIONS**

### **A. Somerset Network**

- 1. When opening a new campus, consider limiting the number of staff, students, and families from transferring from an existing school to a brand new campus to limit the potential for detrimental impacts to the older campus.**
  - When more than 50% of the staff leaves a given school site, it may be difficult for the remaining staff to maintain a strong sense of community.
  - We recommend that the Somerset Board and School Leaders take this into account in when opening or expanding schools in the future.
- 2. Consider leveraging a known strength from one Somerset school to support an area of need at another Somerset school in the following areas:**
  - Professional Capacity

Some of the Somerset schools display a strong ability to recruit and retain high quality teachers. In these schools' teachers have been afforded the

autonomy and support to take risks in order to provide high quality individualized instruction for each learner. Strong trusting relationships with school leaders have been established and teachers have been enlisted as leaders in the change/improvement effort at the school site. These teacher-leaders offer social resources to enlist other members of the staff to work together to solve school-wide problems.

- **Student Centered Learning Climate**

In some of the Somerset school campuses, it was clear that the staff, and leaders, have created a mind-set where students think of themselves as learners. In these schools' students were highly supported with scaffolded learning supports, explicit instruction, and flexible groupings. In these schools, students speak to the trusting and caring relationship they have with their classroom teacher. The Somerset schools with *Distinguished* levels of establishing a culture for learning, using questioning and discussion techniques, and engaging students in learning are school sites to be considered for leveraging the talent and skills necessary to provide engaging, instruction, positive/constructive feedback to individual students to support students to reach academic goals.

## **B. Somerset Aliante Campus**

### **1. Increase levels of student engagement.**

- Students appeared compliant instead of engaged and happy.
- Classrooms were very quiet, and there many students either testing or working on individual assignments.
- Many teachers were situated at their desks.
- There was limited monitoring of whole class understanding.
- There were few small groups observed.
- Classrooms were dominated by teachers talking.

### **2. Improve in the classroom environment areas of “Creating an Environment of Respect and Rapport” and “Establishing a Culture for Learning.”**

- There were various examples of practices that did not promote effective use of instructional time, which reflects inadequate classroom management.
  - There were several instances of students with hands in the air, waiting for teacher, with up to six waiting at a time.
  - There were several cases of instructions and feedback that were too long and overwhelming for the age group to follow.

- In one classroom, students were using i-Ready while the teacher was sitting at a desk, and as students finished the task, they were encouraged to play a game on the computer.

**3. Increase consistency across the campus in the area of knowledgeable, dedicated teachers.**

- There were concerning levels of substitute teachers present at the school, both long-term and those for the day. Almost half (45%) of the student population was taught by a substitute teacher on the day of the site evaluation. The school should look closely at staff absences and work to mitigate circumstances that may cause large numbers of staff to be absent on the same day.
- In general, there was a feeling of uncertainty in staff, students, and on campus. In the staff focus group, teachers talked of trust and a family feel but the reality seemed different. The school should continue to develop relationships, and perhaps look to other schools both inside and outside of the network for how to do this well.
- Working on improving higher levels of student engagement consistently throughout the school. Student engagement was observed to be inconsistent to low. SPCSA staff recommends that the school spend time in developing engagement strategies in preparation for next year.

**1. DEFICIENCIES**

There were no deficiencies identified for Somerset Aliante during the evaluation.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Somerset Aliante Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 2 of 5 stars  
Middle School: 5 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
54.5%	55.6%	50%	40.2%

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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# SITE EVALUATION REPORT

**Campus Name:** Somerset Lone Mountain  
**Grade Levels:** K-8  
**School Leader:** Cesar Tiu  
**Purpose of Evaluation:** This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.  
**Conducted Date:** February 26, 2020  
**Conducted By:** Karen Gordon and Selcuk Ozdemir

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## SUMMARY OF SITE EVALUATION

### Mission Statement:

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 development of accountable 21<sup>st</sup> century learners in a safe and enriching environment.

Site Evaluation team members observed 18 classrooms as well as hallways, lunchroom, and drop-off procedures. Student, staff, family, and leadership focus groups were conducted at the school as well. There were several instances of alignment between school procedures and actions which align to the following elements of the mission statement: exceeded academics, life-long learning, and high-quality education. The concept of life-long learning and quality academics were emphasized throughout the campus. These included displayed celebrations of student work, upbeat quotes with encouragement for the future, hands-on activities within energetic engaging classroom environments and a committed community (families, students, staff, leaders) at the school.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>There were eight classrooms rated as <i>Distinguished</i>. These classrooms were evaluated as <i>Distinguished</i> for a variety of reasons including students displaying high levels of respect for each other and the teacher. In many cases the teacher acted as a facilitator, asking students how much more time they needed, checking to see that they were getting ready to answer questions and eventually requesting students to share thoughts out loud with the class. It was clear that students were ensuring a comfortable, open, and respectful environment and monitoring how their peers did during the class period as a group. Most <i>Distinguished</i> classrooms had a student responsible for reading the CHAMPS information, (Conversation, Help, Action, Movement, Participation, and Success.) There were ten classrooms evaluated <i>Proficient</i> with high levels of teacher respect, but less student involvement at the time the evaluators were present in these classrooms.</p>	<p><b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed</p>
<p><b>Establishing a Culture for Learning</b></p>	<p>Several classrooms (12) were rated <i>Distinguished</i>. These classrooms had students taking responsibility for the classroom culture and learning by sharing the objectives, initiating kindness toward classmates, and facilitating discussions, and distribution of supplies. In some cases, students were observed exchanging vocabulary cards and asking a partner to define a vocabulary word. In another <i>Distinguished</i> classroom, the teacher explained why students were making a chart, and explained they would need it later. The other six classrooms rated <i>Proficient</i> displayed a genuine culture for learning.</p>	<p><b>Distinguished</b> Proficient Basic Unsatisfactory Not Observed</p>
<p><b>Managing Classroom Procedures</b></p>	<p>In the seven classrooms rated <i>Proficient</i>, routines and procedures were well established and functioned smoothly. In seven <i>Distinguished</i> classrooms students helped to manage classroom procedures. In several instances' students reviewed the "Wildcat Ways", and were thoughtful, taking pride in classroom activities. Students were observed making eye contact, saying please and thank you, and celebrating the learning and or accomplishments of others in the class.</p>	<p><b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed</p>
<p><b>Managing Student Behavior</b></p>	<p>There were ten classrooms rated <i>Proficient</i> in this category with evidence of the teacher establishing clear standards of conduct and no misbehavior. There were eight <i>Distinguished</i> classrooms. In one <i>Distinguished</i></p>	<p><b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory</p>

	classroom, students contributed to the overall classroom behavior and helped monitor outcomes. One example of this was observed at the end of the class, when a student facilitated a quick analysis of how the class, (as a whole) rated themselves in following the “Wildcat Ways”.	Not Observed
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**II. INSTRUCTIONAL OBSERVATION**

Instructional Observation	Evidence Observed	School-wide Rating
<b>Communicating with Students</b>	In 12 classrooms rated <i>Proficient</i> , the teacher communicated clearly, and the purpose of the lesson was shared with students. In six <i>Distinguished</i> classrooms, the communication was clear and the purpose for the lesson connected with student background knowledge, with students helping to communicate the purpose. In one <i>Distinguished</i> classroom, the teacher was highly respectful of students, and students understood what they were to do, and they did not hesitate to clarify. The teacher made a point of making sure that all the students helped communicate the learning goal.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Using Questioning and Discussion Techniques</b>	There was one classroom rated <i>Basic</i> due to limited use of high-level questioning and seven <i>Proficient</i> classrooms with some high-level questions and discussions. In ten classrooms rated <i>Distinguished</i> , there were clearly planned activities involving critical thinking and discussion, and a high number of students participating in the discussions. Examples of those within the <i>Distinguished</i> category included a vocabulary activity where students exchanged cards with words/definitions and were required to listen, talk, think, and practice the learning. Another example included students participating in a group activity and bringing improvements to the group work and a discussion activity which required students to predict relationships between altitude, temperature, density, mass, and composition. Other examples included students working in groups to solve math problems and talking about the problem together. In this <i>Distinguished</i> classroom, the teacher prepared and provided slides with, “Get in Gear” and there were two questions for students to answer. The questions highly aligned with the content to come. In this classroom, the teacher reminded students to not only answer the questions but	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

	to think about them as well. She suggested that students then read the written answer back to yourself. The class as a whole conducted a brief discussion about the questions to move into the learning for the day.	
<b>Engaging Students in Learning</b>	There were six classrooms rated <i>Proficient</i> with student engagement and appropriate materials and suitable structure and pacing of the lesson. In 12 classrooms rated <i>Distinguished</i> , 100% of students were highly engaged, and involved and excited in the learning. There were multiple examples of <i>Distinguished</i> classrooms which included students engaged in speaking, listening, reading, writing while solving math problems, and a science classroom where students wrote down answers to questions and shared their thinking. In another classroom, students were learning about landforms by forming the landforms out of dough.	<b>Distinguished</b> Proficient Basic Unsatisfactory Not Observed
<b>Using Assessment in Instruction</b>	One classroom was rated <i>Basic</i> with little evidence of the teacher monitoring student comprehension and understanding of the learning objective. In ten <i>Proficient</i> classrooms, students were aware of the criteria for their work and the teacher was monitoring progress of groups of students. In seven classrooms rated <i>Distinguished</i> there was evidence that the students were fully aware of the criteria and standards for which their work would be evaluated. The teacher actively and systematically elicited diagnostic information from individual students. These included a vocabulary activity where both students and teacher were aware of learning levels, a “Get in Gear” question in which the teacher monitored student writing to analyze responses for understanding and then provided feedback to students for clarification or confirmation of understanding.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed

**III. ORGANIZATIONAL EFFECTIVENESS**

<b>Observations</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Mission driven operations</b>	Schoolwide and within the classroom, there were many (11) <i>Distinguished</i> examples of a mission driven operation. These included activities that enhanced student learning to long term memory by offering students interactive, engaging activities and guide students to love the social aspect of learning. Several classrooms were rated <i>Distinguished</i> due to the nature of high levels of student engagement in higher level	<b>Distinguished</b> Proficient Basic Unsatisfactory Not Observed

	content. The concepts, which were also found in the mission statement, of life-long learning and quality academics were emphasized throughout the campus. These included displayed celebrations of student work, upbeat quotes with encouragement for the future, hands-on activities within energetic, engaging classroom environments and a committed community (families, students, staff, leaders) at the school.	
<b>Managing Schoolwide Procedures</b>	Schoolwide routines and procedures are well established and implemented throughout all classrooms and the school campus. This includes hallways, lunchroom, parking lot, restrooms, and front office.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Maintaining a Safe Environment</b>	All operations, systems, and schoolwide safety procedures existed and were evident to the evaluation team.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

**IV. FOCUS GROUP SUMMARY**

<b>Group</b>	<b>No. of Participants</b>	<b>Duration of Focus Group</b>
<b>Governing Board<sup>1</sup></b>	<b>3</b>	<b>30 minutes</b>
<b>Parents/Families</b>	<b>9</b>	<b>30 minutes</b>
<b>Students</b>	<b>10</b>	<b>30 minutes</b>
<b>School Leadership</b>	<b>4</b>	<b>30 minutes</b>
<b>Staff</b>	<b>10</b>	<b>30minutes</b>

**Governing Board:**

- According to board members, the mission was developed a few years ago, and was recently reviewed. The board reports that success in fulfilling this mission is evidenced by what they see. One board member shared, “There is evidence of the mission everywhere. The instruction is supporting academics, but the staff and students understand the data and there is a partnership.” Another person added, “It was great to see that the schools have rearranged things so that the teachers are working with the RTI students and helping students. This is done in the intervention block”. Board members shared that part of the vision is going beyond academics and includes service and character.

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

- Board members said that students learn to serve others. One member said, “We have the National Jr. Honor Society through clubs and in order to graduate, students have to have 100 volunteer hours. We try to provide high quality for ALL students. We have the Leader in Me program that promotes each student being a leader.”
- Regarding star ratings, members shared that the North Las Vegas campus has RTI, interventions, tutoring and professional development acknowledging students. With regard to the Losee Campus, the board reported that they met with Principal Scobell. She is talking to staff and identifying all of the weak areas. She has been pairing teachers to support each other, supporting instructional coaches, and the administrative team is observing and giving extra attention to areas in need. Principal Scobell is meeting with another principal from a high performing campus. The Losee Campus leader conducts “Principal Chats” with all parents on a monthly basis.
- The members of the board shared that they meet at least every other month and sometimes more. Agendas are created in tandem with the principal and the EMO who creates the agenda.
- The board said that they have a principal review committee and a finance committee. The finance committee reports at the board meeting, and reviews financials and reports to the board.
- Leaders present school successes and each principal report highlights progress to date. Progress reports shows how the data is progressing using several types of data including, i-Ready, Freckle, Boost, and MAP data.
- The Board reported that membership stability is strong. One member has been on the board for nine years and the remainder have been on for at least four years except for one person who is relatively new. One person commented, “We have a diverse board in terms of experience including education, legal, financial, backgrounds and we are all there to make sure we are all there for the same page.”
- The board received recent trainings – one from Brian Carpenter on governance, one from Jessica Barr regarding data, and the national conferences to help the Board focus on key issues. Board members affiliate with the Florida Somerset schools and are able to leverage the experiences of those schools since they have been around for several years. One member of the board pointed out that, “It is important to note that the system is fiscally strong, and we are on target to have a 3% budget surplus at the end of the year.”

### Parents/Families:

- Families decided to come to this school for a variety of reasons. A recent family member said that her son came to this school because the family wanted to get him into a different environment; he has ADHD and this school has met his needs. Another family member shared that her son is much better at this school than at his prior school. A family member shared that, “All parents are making a choice for something better for their child.” Another element that parents expressed satisfaction with at Lone Mountain is the student-teacher ratio, and families feel this helps promote the responsiveness to problems as they arise.
- Parents reported feeling their children are challenged in many ways. One family member shared that both of his children are challenged. One excels and the school meets his needs while the other struggles academically and the school manages to meet his needs as well. This parent is interested in “peer tutoring” to further help his child.
- Parents feel the administration is very responsive and open to what parents have to say. The school asks parents to be involved through the parent newsletter and is open to ideas for improvement.
- One way the school struggles is clearly communication regarding volunteering. Specifically, parents shared that if you click on volunteer within the Lone Mountain website, it is not very clear what or how you can come and help at the school. The parents would like one place to find volunteer information and if it was clear the number of volunteering would go up.
- Parents said that the school provides high levels of safety and communication to help nurture and support students. As one parent put it, “It takes a village, and the programs (houses) have been very valuable for students.” Another parent said that he wasn’t sure about the “Houses” program until his kindergarten son came to the school and found out he was in the Black House and instantly had friends. Another parent reported that her daughter got to have lunch with the teacher and invite a friend. Her daughter was so excited to experience time with her teacher and liked it very much. The parent went on to describe this experience as heartwarming.

### Students:

- Students shared several examples of their favorite thing about school. These included taking the MAP test and math class (because it is fun, and the teachers here make sure everyone understands the lesson). Students expanded on the topic of teachers and said that teachers try to make the learning fun and they are understanding and helpful if a student is confused.
- Students reported that they feel challenged in classes. One middle school student commented that Pre-Algebra, and essay-writing challenge her. Another student commented, “In 5<sup>th</sup> grade we have to pull a summary out of the text by summarizing, and some of it is challenging.” One student said, “the book reports are hard,

because I'm a good reader so I have to get a big book and it just takes time." The students said that they feel like teachers will push their students and give them a harder task, because they know if a student is ready. Students commented that teachers know where each student is in their learning. A student said, "If you are struggling, teachers don't let you go, they support you."

- Students were asked about how they signal to their teacher that they may need help. One student said, "If we need help, we can stay and talk to the teacher. For example, in math I'm struggling so the teacher gives me Khan academy assignments to practice the fractions outside of the classroom." Students explained that sometimes teachers will present information in a different way, but if that does not help, they invite students to flex classes to help them understand. If the whole class does not understand, the teacher will try to say it in a different way.
- Students shared that in my math classes, sometimes students don't understand what the teacher says, particularly as it relates to online assignments. However, teachers help us during one on one time or during flex time. Student explained that flex time is an hour after school, where students go to a class, and get some one on one time with the teacher, during that time. The middle school offers a power hour on Tuesdays and Thursdays, and students can go to other teachers' classes and get support and assistance where needed.
- Students said that the number one priority for staff at the school is that students have a safe place to learn. For example, one student said that, "At recess there are high ratios of adult to students." Another student commented "There are not many times when you are not with a teacher." A middle school student added that the hallways get packed during passing periods however there are teachers in the hallways, and they greet us and help the flow of students.
- Students also shared the seven habits of a leader. They said that each student tracks attendance goals, SBAC and MAP scores, and sets goals for themselves. They collect their own scores and set new goals with monitoring of progress throughout the year.

#### **School Leadership:**

- The Leadership team shared that when it comes to overcoming challenges related to student achievement, one area that they are working on is providing additional support for Students with Special Needs and providing outstanding services. The school is currently using both push in and pull out models.
- The leadership team plans to improve academic achievement by encouraging teachers to understand the data and analyze it. In their PD days they look at the reading and math MAP data. They have a teacher mentor program and they received a grant that has been helpful to coach teachers to learn about data analysis.
- The leadership team meets with teachers regularly to make sure each child reaches their potential. They communicate with staff every Wednesday through a weekly



communication that goes out in which upcoming events and projects are listed and contains reminders about the upcoming professional development.

- The school has Professional Learning Communities (PLCs) which are comprised of grade level teachers and staff. In addition, every member of the staff also belongs to a school wide team such as Behavior, Academic, and School Improvement. Leaders are moving to a standards-based learning model and have attended professional development about this topic. Leaders said they believe in teacher-led professional development and there is a Learning Strategist in the building who supports teachers as well.
- Leaders recruit and retain excellent teachers by empowering the teachers to become leaders and the Principal cited research which shows that teachers don't leave the school for more money but leave if they are unsupported. He also mentioned that they have a mentoring grant and use the budget to support teachers. The administrative team believes that the current healthy culture helps retain high quality personnel, and there are only four openings next year.
- Leaders said that new teachers feel the family environment and high levels of support when they arrive. Leaders conduct three cycles for the evaluation of teachers and the instructional coach does the coaching cycle every quarter with new teachers. Each administrator is responsible for a subset of staff and they conduct observations and walk throughs often.
- School leaders shared that a Data Talk meeting just happened. Focus groups for students who do not meet were created for grades 4-8 and students attend before and after school so as to receive additional instructional time.
- The school was able to get a SB178 grant to use to look at data to better meet the needs of students and the school is working to break down the standards and learning targets. A part time interventionist has been hired to work with 4<sup>th</sup> and 5<sup>th</sup> grade students.
- Leaders hoped SPCSA staff would see high levels of student engagement, and common across the board systems like CHAMPS, and the seven habits. In addition, they hoped the SPCSA team would have seen formative assessment, essential questions happy kids, and older students mentoring younger students. Leadership is most proud of the family atmosphere they have created at the school. The administration feels that every adult in the building cares about students and learning. Because of the family culture created here, kids are staying, growing, and it is a caring genuine family culture according to school leadership.

#### **School Staff:**

- Staff reports a strong sense of a “family” feeling. A staff member commented, “We can take risks and feel supported.” Another person commented, “We feel a

partnership with our administrative team, and feel comfortable going to them with concerns, and questions. They are very responsive and are always around.”

- Teachers and staff said that this school helps prepare their students for college. They explained that each student has a Leadership Notebook at the school. One staff member said, “We help prepare our middle school students for college by talking about college and by providing information regarding the options for high school such as magnet programs and those get dual credit programs. Another staff member said, “Even at the kindergarten level we talk about being college bound and we talk about goals and the Seven Habits of being a leader by Stephen Covey.” This continues throughout grade levels.
- Staff reported many programs at the school including: Battle of the Books<sup>2</sup>, Quiz Bowl, National Junior Honor Society, State History Bowl, National Geography, Spelling Bee-(2nd-8<sup>th</sup>). sports, band, orchestra, choir, and drumline, Sports track, cross country, flag football, basketball, and theatre.
- Another teacher explained about another important program, and said, “We have transitioning programs for students primarily going from 5th to 6th. At a Leadership Day, students take charge of a camp to help with the transition from grade to middle school”. According to staff, the school staff prides itself on the fact that student leaders (and not the adults), plan and run the programs. Staff commented regarding the many programs available to students, including: Webcrew, Lighthouse and Yearbook. These are all student centric.
- A Power Hour for grades 5th-8<sup>th</sup> also helps to provide support to students such as redoing a test and receiving small group assistance. Staff explained about an ICU (Intensive Care Unit) has been designed to support students who are missing assignments.
- Staff has internally created a system which provides support to students with behavior goals. Examples of goals might include wanting a child to participate more or raise their hand before they speak. There are six staff members who pass out the forms in the morning to about 140 students. Each paper has a customized goal for students to focus on and then they receive a reward when the goal has been completed.
- Staff shared that there is ample opportunity for professional development. They were very excited about sending members of the staff to the Ron Clark Academy in Atlanta Georgia. Staff explained that this learning is all about student engagement, and about how respect plays a part. Staff said that a few teams have gone and the school intends to bring more of that school’s culture to Lone Mountain.

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<sup>2</sup> During the focus group, participants noted that the Lone Mountain campus is the National Champion at both the elementary and middle school levels.

- The staff group said that there is a “House System” at this school, similar to the Harry Potter books. In this system, each staff member and student belong to a house. There is a “sorting balloon” for each student and they hold a balloon and then pop it to find out what house they will join. Kindergarteners get sorted at lunch and when new students arrive, they too get sorted. The counselor explained, “This plays into the behavior management because you earn points for the house. For example, last year a house with a blue color won the most points for the year. When students arrived at school the entire campus was decorated in blue and the members of the house celebrated outside with popsicles.

## V. OVERALL STRENGTHS OF PROGRAM

### A. Somerset Network

#### 1. A strong focus on data-based instruction is present at all Somerset Campuses.

- Grade level teams participate in Professional Learning Communities, (PLC’s) where teams analyze data to determine what students have learned and know as well as respond when students didn’t fully learn a concept as measured by SBAC, MAPS, and summative test results.
- Using data, teacher teams respond to gaps in learning by re-teaching, creating skills based small group instruction, or changing the way content is delivered to students.
- Students are full participants in the setting of their individual learning goals and monitoring progress toward goals.
- All campuses provide strong professional development centered on using data to improve instruction.
- School campuses conduct Data Days to provide additional support for using data to improve student achievement.

#### 2. All Somerset Schools have implemented the CHAMPS framework which is a research-based set of guidelines that follows Positive Behavioral Interventions and Supports.

- CHAMPS stands for: C-Conversation, H-Help, A-Activity, M-Movement, P-Participation, S-Success.
- CHAMPS explicitly outlines the who, what, when, where, and why for students throughout all phases of instruction.
- The system delivers positive reinforcement and more opportunities for students as it outlines expectations for learning.

### B. Lone Mountain Campus

#### 1. Teachers are fully empowered to take risks and try new things.

- This level of empowerment has resulted in classrooms which are each individually designed to accommodate the needs of each student learner.

- Students are aware and thankful for ways in which teachers help them learn and display high levels of appreciation and respect for their teachers.
2. **The school is to be commended for receiving four Distinguished ratings in the following areas which include the following:**
    - Culture for learning
    - Questioning and Discussion
    - Engaging students in Learning
    - Mission Driven operations
  3. **The Lone Mountain administrators, teachers, staff, students, and parents have enthusiastically created multiple initiatives that have resulted in strong relationships and ultimately high levels of academic and operational achievement.**

These include:

- House System
- Wildcat Ways
- 7 Habits of a Leader (Steven Covey)
- Power Hour
- Flex Classes
- Web crew, Lighthouse, Yearbook
- Battle of the Books, Quiz Bowl
- National Junior Honor Society
- Behavior Goal Program
- Essential Questions
- Formative Assessment

## VI. **RECOMMENDATIONS**

### A. Somerset Network

1. **When opening a new campus, consider limiting the number of staff, students, and families from transferring from an existing network school to a brand new campus to limit the potential for detrimental impacts to the existing school..**
  - When more than 50% of the staff leaves a given school site, it may be difficult for the remaining staff to maintain a strong sense of community.
  - We recommend that the Somerset Board and School Leaders take this into account in when opening or expanding schools in the future.
2. **Consider leveraging a known strength from one Somerset school to support an area of need at another Somerset school in the following areas:**

- Professional Capacity

Some of the Somerset schools display a strong ability to recruit and retain high quality teachers. In these schools' teachers have been afforded the autonomy and support to take risks in order to provide high quality individualized instruction for each learner. Strong trusting relationships with school leaders have been established and teachers have been enlisted as leaders in the change/improvement effort at the school site. These teacher-leaders offer social resources to enlist other members of the staff to work together to solve school-wide problems.

- Student Centered Learning Climate

In some of the Somerset school campuses, it was clear that the staff, and leaders, have created a mind-set where students think of themselves as learners. In these schools' students were highly supported with scaffolded learning supports, explicit instruction, and flexible groupings. In these schools, students speak to the trusting and caring relationship they have with their classroom teacher. The Somerset schools with *Distinguished* levels of establishing a culture for learning, using questioning and discussion techniques, and engaging students in learning are school sites to be considered for leveraging the talent and skills necessary to provide engaging, instruction, positive/constructive feedback to individual students to support students to reach academic goals.

## B. Lone Mountain Campus

### 1. Consider creating a consolidated system of parent communication.

- The topic of communication was addressed during the family focus group and parents said they appreciate all of the communication; however, they would like it to come to them in a consolidated format.
- Think about creating a "Parent weekly Wildcat" for staff and for parents.

### 2. Create clear and accessible guidelines for Volunteering.

- On the school's website, consider making changes to the volunteer information in terms of inviting family members to volunteer, yet not making it a requirement.

### 3. Consider holding a second MAP training for families as they believe the first was helpful and would like a second training.

- Some of the parents were able to attend the MAP training and others were not. The attendees said that the training was very informative and helpful to them.

- The other parents, unable to attend, want to be able to learn about MAP in order to help their students as well.

## VII. DEFICIENCIES

There were no deficiencies identified for the Lone Mountain campus during the evaluation.

DRAFT



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Somerset Lone Mountain Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 5 of 5 stars

Middle School: 5 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
59.5%	67%	60%	54%

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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## SITE EVALUATION REPORT

<b>Campus Name:</b>	Somerset Academy of Las Vegas – Losee Campus
<b>Grade Levels:</b>	K – 12
<b>School Leader:</b>	Ms. Jessica Scobell
<b>Purpose of Evaluation:</b>	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
<b>Conducted Date:</b>	May 6, 2020
<b>Conducted By:</b>	Mark Modrcin, Mike Dang and Rebecca Feiden

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### SUMMARY OF SITE EVALUATION

School's Mission: To prepare students to excel in academics and attain knowledge through life-long learning by dedicating themselves to providing equitable, high-quality education for all students. The school promotes a culture that maximizes student achievement and fosters the development of accountable 21<sup>st</sup> Century learners in a safe and enriching environment.

### BACKGROUND:

Somerset Academy of Las Vegas – Losee campus was scheduled to receive a Site Evaluation at the end of March 2020. Due to the COVID 19 pandemic and Governor's Emergency Directive 005, the State Public Charter School (SPCSA) was required to conduct this evaluation virtually. In the best interest of all stakeholders, the SPCSA conducted a virtual site evaluation on May 6, 2020. The evaluation consisted of collecting stakeholder perspective through focus groups of the School Board, family members, staff, and administrators. Classroom observations consisting of live, virtual lessons provided by individual teachers during the State of Nevada Distance Learning Initiative were viewed, analyzed, and evaluated. Staff members conducted eight virtual classroom observations on this day. A summary of results is found within this report.

### FORWARD:

The SPCSA has plans to conduct a second, on-site evaluation at Somerset Academy – Losee campus once the State of Nevada has approved schools to re-open. At this time, this is expected to occur in September 2020.

Site Evaluation team members observed instruction in six virtual learning classrooms. Team members were able to view teachers interacting with students during live virtual instruction.



I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Evaluator ratings for this criterion were as follows: six <i>Proficient</i> and two <i>Distinguished</i> . This resulted in an overall rating of <i>Proficient</i> . Teachers were observed creating a virtual classroom environment that was respectful for all students. Interactions were warm and both teachers and students used respectful tones when speaking to others in classes.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	The overall rating for this category was <i>Proficient</i> as evaluator ratings for this criterion were as follows: four <i>Proficient</i> , two <i>Distinguished</i> , and one <i>Basic</i> . This criterion was <i>Not Observed</i> in one classroom. Evaluators observed classrooms that showed a commitment to the subject and content area by both the teacher and students in the majority of virtual classrooms. In one early childhood classroom, the teacher kept classroom expectations visible on her computer screen while conducting the lesson, reminding students when necessary in a polite manner while provoking participation among students.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Classrooms appeared to be well-established in a virtual setting, and for the most part, students appeared familiar with routines and procedures.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Managing Student Behavior	The overall rating for this category was <i>Proficient</i> as the evaluator ratings for this category were as follows: six <i>Proficient</i> , one <i>Distinguished</i> , and one <i>Not Observed</i> . No misbehavior was observed in the virtual classrooms, although occasional reminders of appropriate behavior were issued by some teachers. This was done in a calm, clear manner that was respectful of students, and afforded sufficient time for students to self-correct.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The overall rating for this category was <i>Proficient</i> as seven ratings for this criterion were <i>Proficient</i> with one <i>Not Observed</i> . Teacher communication was clear, and explanations of content were appropriate.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

Using Questioning and Discussion Techniques	Evaluator ratings for this criterion were as follows: five <i>Proficient</i> , two <i>Basic</i> , and one <i>Not Observed</i> . Within the majority of classrooms, teachers asked basic level questions and scaffolded additional, higher-level questions that required critical thinking among students. In one elementary classroom rated as <i>Distinguished</i> , the teacher asked initial questions and asked each student providing a response to explain their answer or identify the specific strategy they chose when solving the problem.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Engaging Students in Learning	The overall rating for this category was <i>Proficient</i> as the evaluator ratings for this category were as follows: six <i>Proficient</i> , one <i>Distinguished</i> , and one <i>Not Observed</i> . While it was sometimes difficult to confirm that all students were engaged in all classes, classrooms featured appropriate representations of content and suitable pacing for all learners.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Using Assessment in Instruction	The overall rating for this category was <i>Proficient</i> as the evaluator ratings for this category were six <i>Proficient</i> and two <i>Not Observed</i> . The majority of virtual lessons observed featured some type of assessment for students, who seemed to understand the purpose of the lesson and the criteria against which they were to be assessed.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	Evaluators determined the overall rating for this criterion to be <i>Proficient</i> . This was a result of the following: six <i>Proficient</i> and two <i>Not Observed</i> ratings. Virtual classrooms observed on this day appeared well-established, with students and teachers following basic protocols and participating in lessons virtually.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	Given the temporary, virtual classroom environment at the Somerset – Losee campus, evaluators did not find sufficient evidence to rate this criterion.	Distinguished Proficient Basic Unsatisfactory <b>Not Observed</b>
Maintaining a Safe Environment	The overall rating for this category was <i>Proficient</i> as the evaluator ratings for this category were seven <i>Proficient</i> and one <i>Not Observed</i> . Procedures for students to participate were in place and there were no observed safety concerns by SPCSA staff.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

#### IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	3	30 minutes
Parents/Families	7	60 minutes
Students	-	N/A
School Leadership	7	30 minutes
Staff	6	30 minutes

##### Governing Board:

- According to board members, the mission was developed a few years ago, and was recently reviewed. The board reports that success in filling this mission is evidenced by what they see. One board member shared, “There is evidence of the mission everywhere. The instruction is supporting academics, but the staff and students understand the data and there is a partnership.” Another person added, “It was great to see that the schools have rearranged things so that the teachers are working with the RTI students and helping students. This is done in the intervention block”. Board members shared that part of the vision is going beyond academics and includes service and character.
- Board members said that students learn to serve others. One member said, “We have the National Jr. Honor Society through clubs and in order to graduate, students have to have 100 volunteer hours. We try to provide high quality for ALL students. Looking at the data. We have the Leader in Me program that promotes each student being a leader.”
- Regarding star ratings, members shared that the North Las Vegas campus has RTI, interventions, tutoring and professional development acknowledging students Regarding the Losee Campus, the board reported that they met with Principal Scobell. She is talking to staff and identifying all of the weak areas. She has been pairing teachers to support each other, supporting instructional coaches, and the administrative team is observing and giving extra attention to areas in need. Principal Scobell is meeting with another principal from a high performing campus. The Losee Campus leader conducts “Principal Chats” with all parents on a monthly basis.
- The members of the board shared that they meet at least every other month and sometimes more. Agendas are created in tandem with the principal and the EMO who creates the agenda.

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

- The board said that have a principal review committee approved a finance committee. The finance committee reports at the board meeting, and reviews financials and reports to the board.
- Leaders present school successes and each principal report school highlights and the progress report. Progress report shows how the data is progressing using several types of data including, i-Ready, Freckle, Boost, and MAP data.
- Board member stability is good. One member has been on the board for nine years and the remainder have been on for at least four years except for one person who is new by six months. One person commented, “We have a diverse board in terms of experience including education, legal, financial, backgrounds and we are all there to make sure we are all there for the same page.”
- The board received recent training – one from Brian Carpenter on board training, Jessica Barr on data, and the national conferences to help focus and provide training. Board members affiliated with the Florida Somerset and able to leverage from schools in that state that have been around for several years. One member of the board pointed out that, “It is important to note that the system is fiscally strong and we are on target to have a 3% budget surplus at the end of the year and we own most of campuses.”

#### Parents/Families:

- Parents and guardians shared a number of reasons for choosing to send their students to the Somerset – Losee campus. These included: college prep instruction, the school leadership team, and teaching staff.
- There were mixed thoughts and feelings shared regarding the rigor and challenging nature of classes by parents and guardians. Some parents expressed satisfaction with the curriculum and available courses at the Losee campus. This was best summarized by one parent who stated, “My student consistently struggles with the math at this school and is not happy with the amount of homework that he has. But I always remind him that this is a college preparatory environment.” Other parents shared that they would like classes and instruction to be more rigorous and seemed dissatisfied to a certain extent. One parent described it this way, “I don’t think my student is challenged enough, and I hope the school does not eliminate any of the advanced classes. These are probably the best way to keep the rigor at a high level.”
- Focus group participants shared that communications at the school has varied, but since the COVID-19 pandemic, has been excellent. While some parents would like to hear more from individual teachers, early elementary parents communicated that they have been particularly impressed with the outreach of teachers and Somerset staff.

- Families overwhelmingly agreed that the leadership team throughout the entire school listens to concerns and attempts to incorporate parent feedback to improve the school. Parents applauded efforts by the administration to move away from a single campus mindset and shift towards developing identities for the elementary, middle and high school programs.
- Parents offered a few ways that they would like to see the school and network improve. These included: increasing the availability of sports at the Losee campus, making Somerset Board meeting postings more visible to increase participation, offering more AP courses, ensuring courses and extracurricular activities are consistent with other campuses, and continuing to delineate between the elementary and secondary students and courses at the Losee campus. Regarding this final piece of input, parents shared that they have seen progress in the past year but would like for this to continue.

### **School Leadership:**

- School leaders shared that they have been working hard this school year in response to the 2-star Nevada School Performance Framework (NSPF) rating earned in 2019. Priorities for the school have included: identified intervention and enrichment times for elementary students to provide needed assistance, ensuring there are effective EL supports and opportunities for students to work one-on-one with teachers or paras, and at the high school level, expanding programmatic offerings.
- The leadership team communicated that they have made a concerted effort to clearly delineate administrative responsibilities to specific school leaders to avoid confusion among staff and parents. Administrators expressed optimism that this has been received well, but there is more work to do so as to establish separate identities for the elementary, middle and high school programs.
- Administrators shared that while the school has a fairly robust system in place when it comes to hiring teachers that includes initial interest forms, a reference check, and an interview. The school leadership team stated that despite this rigorous process, they are nearly fully staffed and have received a number of high-quality candidates. One school leader stated that teachers have an appreciation for what the team is building at the Losee campus, stating: “When we are interviewing teachers and having initial discussions, teachers appreciate the level of autonomy that are provided here. This is a win for them, but also balances the structure of the Somerset system.”
- School leaders commented that they are working to effectively execute coaching and evaluation systems and have spent this year building relationships so that new teachers feel comfortable. The leadership team went on to say that they have a coaching assistance system that leverages an

instructional coach so that skills and trust could be built prior to and after any evaluation.

### **School Staff:**

- Staff's understanding—and enthusiasm—in the school's mission and key design elements, and how they implement them was palpable during the focus group. Whether SPED or nonspecial population students, staff described the importance of their role in helping kids to be ready for college or career, the workforce or military. Staff added that it's about moving kids forward, helping students maximize their achievement, and about making sure students know they have the best support.
- Staff were asked to describe their morale and what factors most affected staff morale, and they described successes and struggles the past few years. Staff shared that the new principal at Losee now is focused on building morale and has been very open to addressing concerns that are raised. There was a consensus among staff that "the new principal is amazing." The result is that staff and students now feel supported and they, in turn, support leadership.
- One staff member said she's at this school because of the current principal. "Our principal has a true open door policy and you can say what you have to say." Staff went on to describe that the principal is out in the school and students now know who the principal is. Finally, staff iterated that parents also now know who the principal is and want to support her, too. Staff went on to state that the principal lets staff speak and they do team building with one mission and vision.

## **V. OVERALL STRENGTHS OF PROGRAM**

### **A. Somerset Network**

#### **1. A strong focus on data-based instruction is present at all Somerset Campuses.**

- Grade level teams participate in Professional Learning Communities, (PLC's) where teams analyze data to determine what students have learned and know as well as respond when students didn't fully learn a concept as measured by SBAC, MAPS, and summative test results.
- Using data, teacher teams respond to gaps in learning by re-teaching, creating skills based small group instruction, or changing the way content is delivered to students.
- Students are full participants in the setting of their individual learning goals and monitoring progress toward goals.
- All campuses provide strong professional development centered on using data to improve instruction.

- School campuses conduct Data Days to provide additional support for using data to improve student achievement.

**2. All Somerset Schools have implemented the CHAMPS framework which is a research-based set of guidelines that follows Positive Behavioral Interventions and Supports.**

- CHAMPS stands for: C-Conversation, H-Help, A-Activity, M-Movement, P-Participation, S-Success.
- CHAMPS explicitly outlines the who, what, when, where, and why for students throughout all phases of instruction.
- The system delivers positive reinforcement and more opportunities for students as it outlines expectations for learning.

**B. Somerset Academy – Losee**

**1. Multiple stakeholder groups commended the leadership and staff at Somerset Academy – Losee in their efforts to be responsive to feedback as the school evolves.**

- Parents and staff expressed support for the efforts of the current leadership team and noted that they truly listen to the perspective of others when attempting to improve the school. Parents were eager to share that the school desperately needs to recognize and separate the identities of the elementary, middle and high school programs, and recognized the progress in this area under current leadership. Parents were grateful that the school's approach is no longer a one-size-fits all and is appropriately tailored to the student population. Staff also shared that the leadership team is focused on relationships, and this has had a positive impact in the morale of staff.

**2. High levels of student engagement were prevalent in virtual classroom observations as teachers consistently involved students in lessons and activities, and there were also examples of active classroom management strategies employed by teachers.**

- All but one observed classroom was rated as either *Distinguished* or *Proficient* in this area. Teachers were seen to consistently execute lessons that involved all types of learners and created opportunities for students to explore the topic or learning objective, sometimes in pairs or small groups. Students appeared comfortable conversing with peers, working through learning challenges, and providing assistance to those in need when called upon.

**VI. RECOMMENDATIONS**

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success.

**A. Somerset Network**

**1. When opening a new campus, consider limiting the number of staff, students, and families from transferring from an existing school to a brand-new campus to limit the potential for possible detrimental impacts to the older school.**

- When more than 50% of the staff leaves a given school site, it may be difficult for the remaining staff to maintain a strong sense of community.
- We recommend that the Somerset Board and School Leaders take this into account in when opening or expanding schools in the future.

**2. Consider leveraging a known strength from one Somerset school to support an area of need at another Somerset school in the following areas:**

- Professional Capacity

Some of the Somerset schools display a strong ability to recruit and retain high quality teachers. In these schools' teachers have been afforded the autonomy and support to take risks in order to provide high quality individualized instruction for each learner. Strong trusting relationships with school leaders have been established and teachers have been enlisted as leaders in the change/improvement effort at the school site. These teacher-leaders offer social resources to enlist other members of the staff to work together to solve school-wide problems.

- Student Centered Learning Climate

In some of the Somerset school campuses, it was clear that the staff, and leaders, have created a mind-set where students are active participants in their learning. In these schools' students were highly supported with scaffolded learning supports, explicit instruction, and flexible groupings. In these schools, students speak to the trusting and caring relationship they have with their classroom teacher. The Somerset schools with Distinguished levels of establishing a culture for learning, using questioning and discussion techniques, and engaging students in learning are school sites to be considered as possible models of success. They can be used to leverage the teaching and leadership expertise, talent and skills necessary to provide engaging, instruction, positive/constructive feedback to individual students to support students to reach academic goals.

**B. Losee**

**1. School leadership and staff should continue to further delineate the elementary, middle and high school programs from each other given the positive feedback from all stakeholders.**



- While staff, parents and families were quick to acknowledge progress in this area and a sincere appreciation for these efforts, school leadership was the first to remark that this work is in the initial stages, and there are likely areas to continue to develop. SPCSA staff encourages the school leadership team and Somerset Board to continue to work with families, students and staff so that the elementary, middle and high school programs are tailored to the needs of students and parents.
2. **School leadership should work with other school leaders throughout the Somerset network to ensure that programming is consistent across campuses and accessible to all students and families.**
- During the parent and family focus group, parents shared that there are perceived differences between the programmatic and extracurricular offerings available to students at the Losee campus compared to other schools within the Somerset network. One parent described this dichotomy this way: “The network includes the ‘Haves’ and ‘Have Nots.” This comment caught SPCSA staff off-guard but reinforces comments from other stakeholder groups. The school leadership team and Somerset Board should take steps to not only leverage strengths of high performing schools but ensure that courses and extracurriculars that are in high demand are accessible to all families.

## **VI. DEFICIENCIES**

There were no deficiencies identified during the evaluation of Somerset Academy of Las Vegas – Losee campus.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Somerset Academy of Las Vegas – Losee**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary School: 2 of 5 stars

Middle School: 2 of 5 stars

High School: 2 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
48.2%	48.7%	39.6%	23.1%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate: 70.42%	Average ACT Composite: 16.27
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## SITE EVALUATION REPORT

**Campus Name:** Somerset Academy of Las Vegas – Skye Canyon  
**Grade Levels:** K – 8  
**School Leader:** Kate Lackey  
**Purpose of Evaluation:** This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.  
**Conducted Date:** February 25, 2020  
**Conducted By:** Rebecca Feiden, Mark Modrcin

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### SUMMARY OF SITE EVALUATION

#### **Mission Statement:**

Somerset Academy of Las Vegas’ mission is to 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. The network promotes a culture that maximizes student achievement and fosters the development of accountable 21<sup>st</sup> Century learners in a safe and enriching environment. The vision statement encourages of the network is college prep schools that cultivate effective leaders, good character, and a desire to render service.

During the Site Evaluation, the State Public Charter School Authority (SPCSA) team noted several instances where the mission and vision of the school were readily apparent. Students were provided a variety of opportunities to demonstrate their knowledge, both in classroom activities and on assessments. Additionally, students were tasked with conducting research on current learning objectives so as to enhance their knowledge on historical events. Finally, the Skye Canyon campus is a print rich environment that highlights exemplary student work while promoting literacy.

The Site Evaluation team members conducted 16 classroom observations. The team observed courses in multiple content areas in both elementary and middle school classrooms. Additionally, SPCSA evaluators observed one Spanish class and instruction within a Special Education resource room. Classrooms were characterized by respectful relationships and were physically and emotionally safe spaces to learn.

## I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	All 16 classrooms observed were rated as <i>Proficient</i> in this criterion. All classrooms were characterized by a warm, caring environment that fostered student interactions throughout classroom lessons. In almost every classroom, students appear aware of classroom expectations. Two elementary classrooms featured students engaging in the lesson in working pairs, and all students in both classes were engaged and working in a respectful manner with their peer partner.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Two classrooms were rated as <i>Basic</i> in this category with the remaining 14 classrooms rated as <i>Proficient</i> . Those classrooms rated in the latter category exemplified a strong culture of learning. Students and teachers were found to be committed to the learning and daily objectives. In one classroom, SPCSA staff observed this from the beginning where the teacher reminded students of the previous lesson, asked students to sit in their learning position, and frequently directed students that were struggling to ask questions of their partners. In each case, students appeared eager to help their peers, signaling a sense of pride in their work.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Almost all classrooms observed were rated as <i>Proficient</i> , with one classroom rated as <i>Distinguished</i> and one rated as <i>Basic</i> . In all but one classroom, it was readily apparent that strong procedures existed to support students and minimize instructional the loss of instructional time. In one upper elementary classroom, the teacher had clear systems in place for materials, and relied on student helpers to be responsible for preparing for transitions and upcoming lessons.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	No classrooms were observed to have student misbehavior issues, resulting in three classrooms being rated as <i>Distinguished</i> and the remaining 13 classrooms being rated as <i>Proficient</i> . In some cases, students appear off task or disengaged in the classroom assignment or lesson. Teachers appeared aware of these situations in all classrooms, and proactively worked to resolve these issues in a respectful manner.	Distinguished Proficient Basic Unsatisfactory Not Observed

## II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Three classrooms in this category were rated as <i>Basic</i> while 12 classrooms were rated as <i>Proficient</i> . Teachers were	Distinguished Proficient

	observed to communicate with students in a respectful manner. Additionally, teachers excelled at referencing the learning objective and essential question for each lesson as they were posted in all observed classrooms. In one classroom, the teacher instructed students to chorally repeat the objective for the observed lesson, and then allowed students time to discuss in pairs what they knew about this topic prior to beginning the lesson. This was an example of a teacher connecting prior knowledge to the daily objective in a manner that afforded students an appropriate manner to think and share thoughts and ideas. This criterion was <i>Not Observed</i> in one classroom.	Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	Of the 16 classrooms observed, one was rated as <i>Distinguished</i> , 10 were rated as <i>Proficient</i> and three were rated as <i>Basic</i> . Most classrooms seen by the SPCSA staff during the evaluation included discussion prompts and high levels of student discourse. Activities were student focused. However, many classrooms did not feature higher-level questions. In multiple classrooms, teachers relied on basic recall questions and/or did not follow-up initial responses with questions that could spark higher levels of thinking. For example, one observed classroom featured student responses that were correct, but the teacher did not ask students to explain their answers. This criterion was <i>Not Observed</i> in two classrooms.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	This criterion was a particular strength of the site evaluation as two classrooms were rated as <i>Distinguished</i> with 12 classrooms rated as <i>Proficient</i> . There were many examples of partner work or activities that leveraged manipulatives or whiteboards. These modes of instruction were intellectually appropriate and were observed to help maintain focus on the lesson.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	While this criterion was <i>Not Observed</i> in four classrooms, it was rated as <i>Proficient</i> in nine classrooms and <i>Basic</i> in one class. Because the daily objective was posted in all classrooms, and in many cases was referred to during lessons, students were observed to be aware of the performance criteria. In classrooms where this criterion was observed, students were afforded opportunities to demonstrate progress against performance standards. Examples of this included whiteboard activities, worksheets, and individual projects involving sequencing.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESSR

Observations	Evidence Observed	School-wide Rating
Mission driven operations	Operations at the Skye Canyon campus were found to function in a consistent manner aimed to develop	Distinguished Proficient

	accountable learners. Evaluators did not find any examples of schoolwide operations when operations or routines were not executed appropriately and in a safe manner.	Basic Unsatisfactory Not Observed
<b>Managing Schoolwide Procedures</b>	Schoolwide routines were observed to be in place, from walking in the hallways to classroom transitions at the upper grades within the elementary school. In lower elementary classrooms, evaluators noted that transitions involving movement to a classroom mat for whole group instruction were seamless and have clearly been established for some time.	Distinguished Proficient Basic Unsatisfactory Not Observed
<b>Maintaining a Safe Environment</b>	Schoolwide procedures were found to function in a manner that maintained a safe learning environment for students and staff. The school has strong operations and procedures that ensure a high level of student safety.	Distinguished Proficient Basic Unsatisfactory Not Observed

**IV. FOCUS GROUP SUMMARY**

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	3	30 minutes
Parents/Families	8	30 minutes
Students	10	30 minutes
School Leadership	3	30 minutes
Staff	9	40 minutes

**Governing Board:**

- According to board members, the mission was developed a few years ago, and was recently reviewed. The board reports that success in filling this mission is evidenced by what they see. One board member shared, “There is evidence of the mission everywhere. The instruction is supporting academics, but the staff and students understand the data and there is a partnership.” Another person added, “It was great to see that the schools have rearranged things so that the teachers are working with the RTI students and helping students. This is done in the intervention block”. Board members shared that part of the vision is going beyond academics and includes service and character.
- Board members said that students learn to serve others. One member said, “We have the National Jr. Honor Society through clubs and in order to graduate, students have to have 100 volunteer hours. We try to provide high quality for ALL students. Looking at the data. We have the Leader in Me program that promotes each student being a leader.”
- Regarding star ratings, members shared that the North Las Vegas campus has RTI, interventions, tutoring and professional development acknowledging

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

students Regarding the Losee Campus, the board reported that they met with Principal Scobell. She is talking to staff and identifying all of the weak areas. She has been pairing teachers to support each other, supporting instructional coaches, and the administrative team is observing and giving extra attention to areas in need. Principal Scobell is meeting with another principal from a high performing campus. The Losee Campus leader conducts “Principal Chats” with all parents on a monthly basis.

- The members of the board shared that they meet at least every other month and sometimes more. Agendas are created in tandem with the principal and the EMO who creates the agenda.
- The board said that have a principal review committee approved a finance committee. The finance committee reports at the board meeting, and reviews financials and reports to the board.
- Leaders present school successes and each principal report school highlights and the progress report. Progress report shows how the data is progressing using several types of data including, i-Ready, Freckle, Boost, and MAP data.
- Board member stability is good. One member has been on the board for nine years and the remainder have been on for at least four years except for one person who is new by six months. One person commented, “We have a diverse board in terms of experience including education, legal, financial, backgrounds and we are all there to make sure we are all there for the same page.”
- The board received recent training – one from Brian Carpenter on board training, Jessica Barr on data, and the national conferences to help focus and provide training. Board members affiliated with the Florida Somerset and able to leverage from schools in that state that have been around for several years. One member of the board pointed out that, “It is important to note that the system is fiscally strong and we are on target to have a 3% budget surplus at the end of the year and we own most of campuses.”

#### Parents/Families:

- Parents shared two primary reasons for choosing to send their students to the Skye Canyon campus. The first was the safety of the campus and the proximity to family homes. Some parents expressed that they transferred to this campus due to issues at a previous school or that this school was closer to their home than other Somerset campuses. Parents also volunteered that exceptional school leadership was a big draw to this campus as compared to other options.
- All parents agreed that their students are challenged in their daily work at the campus. One parent said, “My first grader is learning about ancient Egypt, and the vocabulary words that they have to learn is blowing me away. The curriculum here is so different here compared to their previous school.”

- Participants in the family focus group agreed that communication from the school is strong. Parents shared that tools such as Seesaw allow them to stay up to date on what is going on in class and how their student is performing. Additionally, parents shared that teachers are very available, and most send regular updates.
- There was high praise among parents regarding the safety of the school and the leadership team. One participant stated, “The emergency protocol here is second to none, and I was provided a copy of the plan. The administration here is very well-prepared for all situations and this give me a lot of peace of mind as a parent.”

### Students:

- Students highlighted strong relationships with their teachers. They believe their teachers are always there to help them and several indicated that if they had difficulty in school they would go to their teachers for help.
- Middle School students appreciate having electives (ex. Student Government) and see them as an opportunity to try out new things to see what they like.
- While some students said they feel challenged by their classes, other students said that some of their classwork is too easy. Some students indicated that they would like an advanced class in elementary school so that they can be challenged.
- Most students indicated that their classes are interesting and highlighted the varied content and activities.
- All of the students in the focus group said they feel safe at school. They noted that teachers are always around to help, the school conducts regular drills and that bullying is very limited.
- Some students believe that the discipline system needs to be changed so that students receive consequences for their actions.
- Students noted several ways that they and their families monitor how they are doing at school, including infinite campus, teacher phone calls and checking graded work.
- Some students believe that lunch should be a few minutes longer so that they have enough time to complete their lunch.

### Leadership:

- Despite a five-star rating in the first year of the school, administration shared that



they always believe there are ways to improve the school, citing second grade math as a priority area for this year. The leadership team also emphasized that they continuously look for ways to ensure that the campus fosters a safe and secure learning environment for all students.

- The organizational chart and reporting structures for the staff are not broken down by grade levels or content areas, which is often the case in other schools. One member of the focus group justified the approach, stating: “We’ve done this in a number of ways in the past across the Somerset system, and have found that overseeing specific grades can leave you out of touch with the happenings in other areas of the school. Splitting teachers in the current manner allows us to track all grade levels, but this also means that we must communicate frequently across administrators.”
- The leadership team stressed the importance of both vertical and horizontal planning and collaboration, noting that shadowing opportunities are available to teachers both inside this campus as well as through the Somerset network in Las Vegas. Additionally, specialists are able to work with other single-section instructors within the network on designated days.
- Teacher and student retention numbers are high for this campus, and the school administration team pointed to a strong positive culture and family-like environment as critical indicators in maintaining these numbers.

#### Staff:

- Staff outlined a number of ways the school is working to prepare students for college and encourage them to become lifelong learners, including rigorous curriculum and instruction, teaching students to use technology, targeted interventions to catch students up, scaffolding, thinking maps, and sharing their own experiences with continuing education with students.
- Staff members are overall very happy at the school and largely credit the administration for a positive staff culture. Staff feel supported and appreciated by the administration and feel like the staff all work well together, help each other out, and enjoy working together.
- Staff reported a positive experience with professional learning opportunities including the Mentor/Mentee program, Instructional Rounds, Somerset System Wide PD that allows teachers to select which sessions they attend, and Data Days.
- Staff members reported using data in a variety of ways including to form groups, to identify appropriate reading material and supplemental instructional materials, and to develop small groups. In addition, teachers described a variety of ways they differentiate instruction, both in terms of modality and in order to provide

supports to students who may need them.

- In terms of monitoring student progress, teachers described a variety of methods including exit slips, white board practice, and monitoring student work in class. Teachers also described strategies for having students explain concepts to each other.
- Staff believe that one of the strengths of the school is their efforts to establish high expectations for all stakeholders in service of student learning.
- Staff believe that the administration is very accessible and described multiple ways to communicate with administrators both formally and informally.
- In terms of meeting the needs of students with disabilities, school staff shared that special educators and general education teachers collaborate in a number of ways including through sharing lesson plans, discussing student goals and sharing strategies, and documentation to track progress and minutes of services.

## V. OVERALL STRENGTHS

### A. Somerset Network

#### 1. A strong focus on data-based instruction is present at all Somerset Campuses.

- Grade level teams participate in Professional Learning Communities, (PLC's) where teams and analyze data to determine what students have learned and know as well as respond when students didn't fully learn a concept as measured by SBAC, MAPS, and summative test results.
- Using data, teacher teams respond to gaps in learning by re-teaching, creating skills based small group instruction, or changing the way content is delivered to students.
- Students are full participants in the setting of their individual learning goals and monitoring progress toward goals.
- All campuses provide strong professional development centered on using data to improve instruction.
- School campuses conduct Data Days to provide additional support for using data to improvement student achievement.

#### 2. All Somerset Schools have implemented the CHAMPS framework which is a research-based set of guidelines that follows Positive Behavioral Interventions and Supports.

- CHAMPS stands for: C-Conversation, H-Help, A-Activity, M-Movement, P-Participation, S-Success.
- CHAMPS explicitly outlines the who, what, when, where, and why for students throughout all phases of instruction.

- The system delivers positive reinforcement and more opportunities for students as it outlines expectations for learning.

## B. Somerset Academy – Skye Canyon

### 1. Somerset Academy – Skye Canyon provides a learning environment that is conducive to learning and promotes student-centered lessons and activities.

- The leadership and staff at the Skye Canyon campus have created a warm, welcoming atmosphere that is well-maintained and favorable for student learning. There is significant evidence that classes are student-centered, and there is a clear commitment by staff to create a safe, nurturing environment for both students and parents. Student work is also displayed both in hallways and classrooms in a manner that highlights exceptional work.

### 2. High levels of student engagement were prevalent in classroom observations as teachers consistently involved students in lessons.

- All but one observed classroom was rated as either *Distinguished* or *Proficient* in this area. Teachers were seen to consistently execute lessons that involved all types of learners and created opportunities for students to explore the topic or learning objective, sometimes in pairs or small groups. Students appeared comfortable conversing with peers, working through learning challenges, and providing assistance to those in need when called upon.

### 3. Evaluators found that daily classroom objectives were consistently posted and referred to by both teachers and students during lessons. Additionally, the school incorporated Essential Questions and CHAMPs into lessons throughout the day.

- In almost every observed classroom, teachers made an effort to underscore the daily lesson objective at least during instruction. In a few exemplary instances, teachers referred students to the daily objective, or reminded them

## VI. RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success.

### A. Somerset Network

#### 1. When opening a new campus, consider limiting the number of staff, students, and families from transferring from an existing school to a brand-new campus to limit the potential for possible detrimental impacts to the older school.

- -When more than 50% of the staff leaves a given school site, it may be difficult for the remaining staff to maintain a strong sense of community.

- We recommend that the Somerset Board and School Leaders take this into account in when opening or expanding schools in the future.

**2. Consider leveraging a known strength from one Somerset school to support an area of need at another Somerset school in the following areas:**

- Professional Capacity

Some of the Somerset schools display a strong ability to recruit and retain high quality teachers. In these schools' teachers have been afforded the autonomy and support to take risks in order to provide high quality individualized instruction for each learner. Strong trusting relationships with school leaders have been established and teachers have been enlisted as leaders in the change/improvement effort at the school site. These teacher-leaders offer social resources to enlist other members of the staff to work together to solve school-wide problems.

- Student Centered Learning Climate

In some of the Somerset school campuses, it was clear that the staff, and leaders, have created a mind-set where students are active participants in their learning. In these schools' students were highly supported with scaffolded learning supports, explicit instruction, and flexible groupings. In these schools, students speak to the trusting and caring relationship they have with their classroom teacher. The Somerset schools with Distinguished levels of establishing a culture for learning, using questioning and discussion techniques, and engaging students in learning are school sites to be considered as possible models of success. They can be used to leverage the teaching and leadership expertise, talent and skills necessary to provide engaging, instruction, positive/constructive feedback to individual students to support students to reach academic goals.

**B. Sky Canyon**

**1. School leadership and staff should prioritize higher-level questions throughout daily lessons. While there were some classrooms that were rated as *Distinguished* in this category, there is room to grow in this area.**

- Despite many student-centered activities that featured student conversations in observed classrooms, SPCSA staff observed multiple classrooms where teachers relied on low-level Depth of Knowledge (DOK) questions when checking for understanding. These questions focused more on recall and skills/concepts rather than higher-level analysis or application of the content being taught. In at least three classrooms, teachers missed opportunities to push students beyond simple recall questions and basic-level student conversations by relying on the correct

answer without asking students to rationalize their answers or to apply their answer in a specific example.

- SPCSA staff advises that the school revisit DOK question levels and/or Bloom's Taxonomy to develop this skill among teachers. This has been a somewhat common recommendation among SPCSA schools, and SPCSA staff encourages teachers to craft questions in advance of delivering lessons, perhaps even incorporating them into lesson plans prior to delivery.
- 2. School leadership should work to ensure clear communication regarding student behaviors and school discipline policies.**
- While most classrooms were rated at the *Proficient* category within the site evaluation rubric for School Procedures and Managing Student Behavior, focus groups reveal perceptions of inconsistency in the school's approach to discipline that may be rooted in the recent implementation of restorative justice practices.
  - SPCSA staff advise revisiting discipline policies to ensure consistent understanding among staff and continuing to communicate these policies to students and families.

## **VII. DEFICIENCIES**

There were no deficiencies identified during the evaluation of Somerset – Skye Canyon.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Somerset Academy of Las Vegas – Skye Canyon**

School Year **2018-2019** Nevada School Performance Framework (NSPF) Rating(s)

Elementary School: 5 of 5 stars

Middle School: 5 of 5 stars

High School: N/A

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
68.4%	71%	61.2%	47.5%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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## SITE EVALUATION REPORT

<b>Campus Name:</b>	Somerset Stephanie Campus
<b>Grade Levels:</b>	K-8
<b>School Leader:</b>	Ruby Norland
<b>Purpose of Evaluation:</b>	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
<b>Conducted Date:</b>	February 25, 2020
<b>Conducted By:</b>	Karen Gordon and Selcuk Ozdemir

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### SUMMARY OF SITE EVALUATION

#### Mission Statement:

Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Enrollment at the Somerset Stephanie Campus as of the October 1, 2019 validation day is 969 students. Of these students, 33 (3.4%) are English Language Learners, 135 (13.9%) are students with an Individualized Education Program (IEP), and 334 (34.5%) are students receiving Free or Reduced-Price Lunch.

Site Evaluation team members observed a total of 20 classrooms, from kindergarten through eighth grade, at the Stephanie Campus. The school's mission was observed in action in several ways. The culture at this campus appears to transform students, staff, and families into a place of learning that is welcoming, collaborative, and designed to meet the needs of each learner. There are strong relationships amongst families, students, and staff, and a campus-focused system that prioritizes the use of data to improve instruction, student achievement, and learning. In addition, there were several bulletin boards throughout the school displaying student writing, subject-level objectives, and a multitude of best practices. SPCSA team members observed a student from each class welcoming visitors to their classroom, and students standing to answer questions. The CHAMPS vision/goals were displayed in every classroom in the school.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The majority of classrooms were rated <i>Proficient</i> in this area, for an overall rating of <i>Proficient</i>. Out of the 20 classrooms observed, five were rated <i>Distinguished</i>, exhibiting highly respectful interactions and students helping to ensure maintenance of civility amongst their peers. In one example, the entire class clapped and celebrated a student that had finished a task. In another <i>Distinguished</i> classroom, the teacher asked a very young learner to explain and show students what centers look like. In another <i>Distinguished</i> classroom, students utilized songs to remember steps, singing and laughing together. An additional example of a <i>Distinguished</i> classroom had students working in pairs on the computer, contributing to the learning of others in a positive manner. In the 13 classrooms, which were rated <i>Proficient</i>, classroom interactions were warm and caring. There were two classrooms rated at the <i>Basic</i> level. In one classroom, a lower grade teacher threatened her class saying, “This is taking too long I’m going to take away points!” In another there was a rare display of insensitivity as students were throwing small scraps of paper at each other rather than listening to their middle school peer.</p>	<p><b>Distinguished</b>  <b>Proficient</b>  <b>Basic</b>  <b>Unsatisfactory</b>  <b>Not Observed</b></p>
<p><b>Establishing a Culture for Learning</b></p>	<p>In three <i>Distinguished</i> classrooms, the students assumed much of the responsibility for learning. For example, one student warned peers that they have two minutes to clean up centers. In another, a very young student stood up in the front of the classroom and told students what sound level they would need to follow, what to do if they should need help, and what activity was coming up next. In an upper level elementary classroom, students contributed to learning by asking questions and facilitating the discussion. Most classrooms (15) were rated <i>Proficient</i> and both teachers and students used please, thank you, and student’s first names. In one classroom, rated <i>Basic</i>, there were inconsistent levels of expectations for student learning.</p>	<p><b>Distinguished</b>  <b>Proficient</b>  <b>Basic</b>  <b>Unsatisfactory</b>  <b>Not Observed</b></p>
<p><b>Managing Classroom Procedures</b></p>	<p>There were 18 classrooms rated <i>Proficient</i> in this area. Routines and procedures had been established and functioned smoothly. One classroom was rated <i>Distinguished</i> with students contributing to the smooth functioning of the classroom more so than the teacher.</p>	<p><b>Distinguished</b>  <b>Proficient</b>  <b>Basic</b>  <b>Unsatisfactory</b>  <b>Not Observed</b></p>



<b>Managing Student Behavior</b>	In one <i>Basic</i> classroom, the teacher tried to respond to student misbehavior but was unsuccessful. Another 18 classrooms were rated <i>Proficient</i> with clear standards of conduct followed by students and misbehavior responded to in respectful, subtle manner.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
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**II. INSTRUCTIONAL OBSERVATION**

<b>Instructional Observation</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Communicating with Students</b>	There were 13 classrooms in the <i>Proficient</i> category in this area. Teachers communicated clearly with students both orally and in writing and the purpose of lessons was made clear. In seven classrooms that were rated <i>Basic</i> , the instructional purpose was not made clear. In one classroom, there were three adults working with groups of students and even though the small group instruction is a best practice, the groups were taking place very close to each other. It is possible that some young students could become distracted by the other groups in such close proximity or that they may find it hard to hear.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Using Questioning and Discussion Techniques</b>	Of 20 classrooms, four were rated <i>Distinguished</i> . One example of a <i>Distinguished</i> classroom in this area occurred in a Kindergarten classroom where the teacher asked a student, "What would you do to figure out a word if you didn't know it?" The student said, "I would sound it out." The teacher encouraged the student to lead the class in a way that they all sounded out an unknown word. In another <i>Distinguished</i> classroom, the teacher asked, "What is a verb? Can you tell your shoulder partner?" Then the teacher asked students to turn and talk with a neighbor. In a third <i>Distinguished</i> classroom, the teacher asked open-ended questions to her small reading group and asked one student to tell their partner what they thought. Then she asked the listening partner to share with the small group what the first partner said. She asked the original partner if what their partner said was correct and in this case the child shook his head no. She asked him to repeat what he had said to his partner. This is an example of a best practice to get students to utilize listening and speaking skills. In an upper elementary school, one student was responsible for asking the discussion question, but all students participated in talking about the open-ended questions. In seven other <i>Proficient</i> classrooms, there	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

	was evidence of students participating in answering open ended questions. In the remaining nine classrooms, there was little evidence of student discussion and several more examples of a teacher led question and one student answering it.	
<b>Engaging Students in Learning</b>	Of the 20 classrooms observed, there were three classrooms considered <i>Distinguished</i> . In one of these, the structure and pacing of the lesson was timed very well for this Kindergarten classroom. Students talked, listened, air wrote, danced, raised their hands, stood, sat, spoke to group and to partners and were constantly asked to think and follow the pacing. There were 11 <i>Proficient</i> classrooms where students were engaged in small groups, independently worked, and direct instruction involved their participation. The remainder of classrooms were rated <i>Basic</i> in which there were, in some cases, a handful of students not engaged in instruction.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Using Assessment in Instruction</b>	There were six classrooms rated <i>Distinguished</i> due to various strategies of checking for understanding (formative assessments). For example, students were asked to show how they did during centers by showing one, two, or three thumbs up and teachers recorded data so that they know if students understood or not and would then pull students into small groups. Another 12 classrooms were rated <i>Proficient</i> with some evidence of teachers checking for understanding. There were three classrooms where there was no evidence of teachers or students checking for understanding present at the time of the observation.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

**III. ORGANIZATIONAL EFFECTIVENESS**

<b>Observations</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Mission driven operations</b>	There were several operations aligned to the mission. For example, students welcomed observers and introduced themselves. They explained what was going on in the classroom at the time. In addition, teachers knew and understood the concepts and monitored student understanding in several ways including partner talk. All classrooms had the objectives posted, the CHAMPS ideals, and students stood up to answer questions.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

<b>Managing Schoolwide Procedures</b>	The classrooms and campus have several procedures such as walking in the halls, using the bathroom, answering questions, and welcoming visitors into the classroom which were well aligned and implemented.	<b>Distinguished Proficient</b> Basic Unsatisfactory Not Observed
<b>Maintaining a Safe Environment</b>	The campus and classrooms appeared clean, safe, and well maintained.	<b>Distinguished Proficient</b> Basic Unsatisfactory Not Observed

**IV. FOCUS GROUP SUMMARY**

<b>Group</b>	<b>No. of Participants</b>	<b>Duration of Focus Group</b>
<b>Governing Board<sup>1</sup></b>	<b>3</b>	<b>30 minutes</b>
<b>Parents/Families</b>	<b>4</b>	<b>30 minutes</b>
<b>Students</b>	<b>8</b>	<b>30 minutes</b>
<b>School Leadership</b>	<b>4</b>	<b>30 minutes</b>
<b>Staff</b>	<b>10</b>	<b>30 minutes</b>

**Governing Board:**

- According to board members, the mission was developed a few years ago, and was recently reviewed. The board reports that success in fulfilling this mission is evidenced by what they see. One board member shared, “There is evidence of the mission everywhere. The instruction is supporting academics, but the staff and students understand the data and there is a partnership.” Another person added, “It was great to see that the schools have rearranged things so that the teachers are working with the RTI students and helping students. This is done in the intervention block”. Board members shared that part of the vision is going beyond academics and includes service and character.
- Board members said that students learn to serve others. One member said, “We have the National Jr. Honor Society through clubs and in order to graduate, students have to have 100 volunteer hours. We try to provide high quality for ALL students. Looking at the data. We have the Leader in Me program that promotes each student being a leader.”
- Regarding star ratings, members shared that the North Las Vegas campus has RTI, interventions, tutoring and professional development acknowledging students. Regarding the Losee campus, the board reported that they met with Principal Scobell. She is talking to staff and identifying all of the weak areas. She has been pairing teachers to support each other, supporting instructional coaches, and the administrative team is observing and giving extra attention to

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

areas in need. Principal Scobell is meeting with another principal from a high performing campus. The Losee Campus leader conducts “Principal Chats” with all parents on a monthly basis.

- The members of the board shared that they meet at least every other month and sometimes more. Agendas are created in tandem with the principal and the EMO who creates the agenda.
- The board said that have a principal review committee approved a finance committee. The finance committee reports at the board meeting, and reviews financials and reports to the board.
- Leaders present school successes and each principal reports highlights and the progress report. Progress report shows how the data is progressing using several types of data including, i-Ready, Freckle, Boost, and MAP data.
- Board member stability is good. One member has been on the board for nine years and the remainder have been on for at least four years except for one person who is new by six months. One person commented, “We have a diverse board in terms of experience including education, legal, financial, backgrounds and we are all there to make sure we are all there for the same page.”
- The board received recent training – one from Brian Carpenter on board training, Jessica Barr on data, and the national conferences to help focus and provide training. Board members affiliated with the Florida Somerset and able to leverage from schools in that state that have been around for several years. One member of the board pointed out that, “It is important to note that the system is fiscally strong and we are on target to have a 3% budget surplus at the end of the year and we own most of campuses.”

#### Parents/Families:

- Families had several reasons for choosing to attend Somerset Stephanie campus. For one family it was the fact that it was a new school and the curriculum was great. Another wanted a school located away from her own neighborhood. One family felt the pressure at a different charter was too much, fast paced and very difficult for the age group to understand. There was a great deal of homework and reported that this school is a much better fit. Other reasons include: financial decisions, staff, normal class sizes, safety, and the school’s willingness to meet the needs of students on 504 or with an IEP. Two parents within this focus group have children with epilepsy and both families felt the school was calm, planned for the situation, and kind to their children.
- When asked about communication, parents responded that sometimes there is so much communication they get overloaded. Families feel the school does

everything possible to get messages out to families, students and other stakeholders.

- When it comes to safety at the school, families said that unsafe conditions are addressed right away. One parent commented, “I’ve addressed a concern with the Dean and when I talked to him, he thanked me and addressed it, so I never feel unwelcome.” Another family said that the Dean has come up with a code for a student to use to voice concerns directly to him without it being obvious. The parent appreciates this proactive measure.
- Parents are happy and satisfied with the school. They had the following suggestions for improvement:
  - Consider adding tables to the Kindergarten playground area, where students sit and eat snacks.
  - Address the subject of parent volunteering. Focus group parents understand that volunteering is not required, but communication on this could be made clearer. Additionally, parents feel that teachers could use help preparing supplies, making copies and providing additional adult oversight in open areas of the campus during recess and pick-up/drop-off. There are instances when a family member cannot come to the school and volunteer because there are other younger siblings at home but would like to help.
  - Clarify the volunteer procedure. Some family members did not know if a person must be fingerprinted to be a volunteer and if the school will reimburse this expense.
  - Consider placing a sign out front to display upcoming events.

**Students:**

- Students reported that one of their favorite things about this school is that they feel like it’s a family unit and many said they feel safe and trust their teachers.
- Some of the middle school students commented that these grades need more of a structured lesson. For example, one student said, “if I ask a question, the teacher responds, ‘You should have been listening’ or ignores our hand in the air.” Another example is that if some of the students are misbehaving, the teacher tends to give up on the entire class. In addition, the teachers at the middle school have low expectations, and as one student put it, “We don’t get work done and are behind where we need to be.”
- Students reported that science is fun, hands-on and student lead instruction is great and so are labs. One student commented, “The labs help me understand more about the topic”. The elementary level students were very happy with their teachers saying that the teachers make every bit of learning fun.

- Students shared that they feel very safe at this campus and they know they can talk to the principal, staff, and homeroom teachers. Students said there is some cursing going on and some mean students beginning in 4<sup>th</sup> grade. One student mentioned that there is one aspect of school safety that concerns them. The student said, “At the end of the playground there is a brick wall and students jump over the brick wall and get the ball and come back in.” The students feel this is not safe.
- Parents and students closely monitor progress through Infinite Campus. They talked about an on-line journal called See-Saw and the teacher uses this to communicate.
- In addition, students take practice tests, and this helps them monitor their understanding of subject matter and ultimately be successful in the MAP testing and the SBAC test. If students do not do well on a test, they reported that if they get a lower grade, they can talk to their teacher and re-take the test or get support. They said they can also work on their own and get their grades to improve.
- Recommendations shared by students included the possibility of lockers and wider hallways. The students said the car-loop is dangerous because of the second lane.

#### **School Leadership:**

- Leaders shared that some of the student achievement challenges include reaching the Special Education students, especially in the area of math. Students were struggling and leaders decided to direct everyone to discuss the data during data chats and during the grade level meetings taking place every week. Teachers came up with their own action plans to address the issues with Special Education. The school continues to work on this.
- There is an action plan to address gaps in math which was developed during the Data Days. The school holds Data Days every two months, and this is a time to look at data, and determine next steps to fill in achievement gaps for students. Every other week the administrators meet with grade levels, trading off elementary and middle school grades to talk about student achievement.
- The school has their own school website with a place where they house refined and complex data regarding student achievement and the school’s response to meeting the academic needs of every learner.
- When asked how they will improve academic achievement, leadership said that as a school team and within all grade levels each student is identified by level achievement/skill level and groups are created using specific standards. Instruction is created to address those standards. The school has intervention and extension blocks, with 30-minutes for reading and math every day.

- The school uses a customized online learning platform called Freckle where students can log in and learn and practice standard based curriculum at their level.
- It was reported that there are six full time instructional assistants at the school who provide support in all classrooms. Each student has set goals, progress, and data binder. The students take full ownership by setting the goals, monitoring their progress and sharing their level with family in student led conferences.
- The leadership group shared that staff has a grade level meeting every week. In each meeting, teachers talk about what is going on, share data, and sometimes engage in mini professional development sessions. The administration team has a weekly check-in for about 20 minutes every Friday morning. The grade level meetings provide a time and space for the administration team to listen to teachers and make sure staff feels their voices are heard and the team brainstorms with the teachers to solve problems. Specifically, the leadership team likes to involve everyone in the decisions about the school.
- One leader said, “Our doors are always open.” Leaders said, “we try our best to create a family environment, build trust, and work together for the same cause to retain high quality staff at the campus.” When hiring new teachers, leaders are looking for someone who will fit into the school’s existing positive culture, be flexible and willing to learn. They want a new person not to feel alone but to know they belong to the staff like a family. “Teachers here have many opportunities as a career ladder beyond that of a teacher.”
- The school employs two instructional coaches and sometimes the teacher seeks out coaching and at other times the leadership team asks the coach to help a teacher. Leadership team observes both scheduled and non-scheduled observations. They conduct pre-observation, watch entire lessons, fill out the form and provide feedback. They have a tracking system with the excel profile showing evaluation types and when they happened. Each administrator has a group of teachers he or she supervises.
- Leaders hope that the SPCSA noticed a strong community, trusting relationships, teachers working together across the board to support one another and everyone with an open door, and a united front. They hope SPCSA saw that students help one another and especially new students.

**School Staff:**

- Teachers said they love the culture here. They reported that staff and students, have very high levels of trust and strong relationships. For example, there is a set of middle school student leaders who go around and help teachers. One staff member commented, “I like the culture that the administrative team has created. They are very responsive to all of us and foster togetherness. We feel like a

family.”

- One member of the staff said that the leadership at this campus sends teachers to national conferences like the National Council for Teachers of Mathematics as well as local learning events. They observe in classrooms and then provide feedback for teaching as well as support for working on a certain area or skill.
- Another area that the staff feels is very important is the autonomy of instructional styles. They said, “School leaders allows us to be strong in our different areas which come naturally to us. For example, if we are teaching the standards, we can bring it to students any way we want. There are high levels of trust between administration and teachers to allow this.”
- Staff reported that the mission and vision is enacted in classrooms and teachers talk about ways to cultivate student leaders at all grade levels. One staff member said, “We could not do this without seeing the relationship between teachers and students building. Without the trust of our students, families this would not happen.” Another teacher put it this way: “We see them, know their names, and this goes across all grade levels, and each student is known at every level. It all begins with the relationships and this affects instruction, and our Instructional Aides and see the connection going on.”
- This year data has been a very interesting thing. A staff member explained, “We put students into groups to meet instructional levels. We use Freckle for the middle school program as well as MAP K-8. Data Days for staff occur once every 2 months on a Wednesday. We also go over data with students, then meet and go over certain trends, both school, grade level data and look at what we need to do. Using MAPS, I can see how my data compares to another teacher within my grade level. Students really own it and they know the data is important.” Another teacher added, “When using MAPS data, we use the Learning Continuum, based on the RIT scores and they identify areas of improvement and where they are ready to learn a new standard, for all levels. The Learning Continuum will identify grade level standards. A data specialist comes in and breaks down the data and shows us where student achievement levels are and how we as teachers can adjust or re-group to help students grow. are and how they can grow or where we can help.” Staff said that the MAP report will produce a class report. This report contains information and it shows teachers where they should consider focusing instruction and how to build that whole class of skills.
- The staff explained that the levels of small group, and formative assessment help them individualize instruction for each learner. One teacher said, “We are constantly doing small group instruction and there are Instructional Aids in classrooms every single day for reading and math. We are getting to work with students in these small groups with research-based curriculum. Our lesson plans help but we work in many types of formative assessments with formative assessment-right in the moment. If a teacher realizes the students just aren’t getting it, they have to make a change in the moment.”



- Staff shared that some of the best things about the school is that staff are truly happy to be here. There are strong relationships, and so many things for the students, including sports, and clubs. One staff member put it this way: “This is a very special school because when we have a student in need, it’s not just their teacher but all of us who team up to provide support to the student. For example, sports coaches came in and helped change the type of reading material a student in my class was reading. The support is incredible, with open door policy. Another person said, “We work hard and play hard- it is a very rigorous school but with high levels of commitment from all and our administrative team recognizes us when we need a break and we have moments as a family.”

## V. OVERALL STRENGTHS OF PROGRAM

### A. Somerset Network

#### 1. A strong focus on data-based instruction is present at all Somerset Campuses.

- Grade level teams participate in Professional Learning Communities, (PLCs) where teams and analyze data to determine what students have learned and know as well as respond when students didn’t fully learn a concept as measured by SBAC, MAP, and summative test results.
- Using data, teacher teams respond to gaps in learning by re-teaching, creating skills based small group instruction, or changing the way content is delivered to students.
- Students are full participants in the setting of their individual learning goals and monitoring progress toward goals.
- All campuses provide strong professional development centered on using data to improve instruction.
- School campuses conduct Data Days to provide additional support for using data to improvement student achievement.

#### 2. All Somerset Schools have implemented the CHAMPS framework which is a research-based set of guidelines that follows Positive Behavioral Interventions and Supports.

- CHAMPS stands for: C-Conversation, H-Help, A-Activity, M-Movement, P-Participation, S-Success.
- CHAMPS explicitly outlines the who, what, when, where, and why for students throughout all phases of instruction.
- The system delivers positive reinforcement and more opportunities for students as it outlines expectations for learning.

## B. Stephanie Campus

### 1. **The Stephanie campus has created, implemented, and maintained a Private Google site for all staff:**

- It is available to staff only and highly secure.
- It provides important longitude data.
- Information from the school's Data Days goes back to the beginning of the web site around October of 2018.
- This is an important tool for the staff to discover what the data says, create small group instruction, and determine what should be taught and learned during this critical small group time.
- The site contains videos of best practice instruction as well as quadrants of data, which helps to further analyze student achievement.

### 2. **A strong healthy culture exists at this school as observed in classrooms and during focus groups.**

- Teachers feel they have the autonomy and levels of trust to share their strengths with one another.
- Staff are eager to improve their instruction by learning with others at the site.

### 3. **Formative Assessment has been implemented and is a common practice at this site.**

- There were several examples of formative assessment taking place in the elementary grades.
- Examples include thumbs up and down, understanding levels 1.2.3.4. individual feedback during small group instruction, using technology-overhead as well as talking to a partner and repeating what partner said for understanding

### 4. **The Stephanie campus is to be commended for having both high percentages of Students with Special Needs and students receiving Free and Reduced lunch and maintaining a five- star elementary and middle school.**

- The Stephanie campus school team works diligently to differentiate instruction and to check for understanding to best meet the needs of all learners.

5. **Staff, and families are very happy working and bringing their students to school at this campus.**
  - The Stephanie campus stakeholders feel communication is outstanding.
  - There appear to be very high levels of trust and an emphasis on relationship building.
  - There is a definite “Family Feel” and high levels of support and involvement.
  
6. **Student college readiness and academic achievement is emphasized and celebrated across the campus as evidenced by positive posters, and statements on the walls and classrooms.**
  - There are positive messages displayed throughout the school.
  - Student writing samples covering all grade levels are displayed throughout the hallways.
  - This is evidence that writing instruction is taking place and is celebrated throughout the school.
  
7. **The School Leaders emphasize the importance of focusing on data at the Stephanie Campus.**
  - This was a topic of discussion in the staff, and administrative focus groups and included the implementation of Data Days, and Grade Level meetings where data is discussed, small groups formed, and specific instructional needs put into action.
  - Students each have a data binder which contains MAP results, and goals for individual standards. Students use these binders to monitor their goals and share their progress during student led conferences.
  - The Sea Saw digital portfolio is provided for both students and teachers and allows a user to post videos.
  - Parents able to view and see what students are doing in class and teacher and parents communicate via the platform.

## **VI. RECOMMENDATIONS**

### **A. Somerset Network**

1. **When opening a new campus, consider limiting the number of staff, students, and families allowed to transfer from an existing school to a new campus to limit the possibility of detrimental impacts to the previously established school.**
  - When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community.

- We recommend that the Somerset Board and School Leaders take this into account in when opening or expanding schools in the future.
2. **Consider leveraging a known strength from one Somerset school to support an area of need at another Somerset school in the following areas:**

- Professional Capacity

Some of the Somerset schools display a strong ability to recruit and retain high quality teachers. In these schools' teachers have been afforded the autonomy and support to take risks in order to provide high quality individualized instruction for each learner. Strong trusting relationships with school leaders have been established and teachers have been enlisted as leaders in the change/improvement effort at the school site. These teacher-leaders offer social resources to enlist other members of the staff to work together to solve school-wide problems.

- Student Centered Learning Climate

In some of the Somerset school campuses, it was clear that the educators and leaders, have created a mind-set where high numbers of students think of themselves as active participants in their learning. In these schools' students were highly supported with scaffolded learning supports, explicit instruction, and flexible groupings. In these schools, students speak to the trusting and caring relationship they have with their classroom teachers. The Somerset schools with *Distinguished* levels of establishing a culture for learning, using questioning and discussion techniques, and engaging students in learning are school sites to be considered for leveraging the talent and skills necessary to provide engaging, instruction, positive/constructive feedback to individual students to support students to reach academic goals

## **B. Stephanie Campus**

### **1. Improve Questioning and Discussion techniques at the school.**

- Consider instructional methods of conducting classroom discussions that increase the number of times each student has the opportunity to express their thinking and to use academic language.
- Provide multiple opportunities for all students to discuss learning content at in depth levels.

- Consider the following possibilities:
  - Accountable Talk occurs when students ask one another about their thinking and build on the responses of others. They cite evidence, ask for elaborations and clarification, and extend understanding by using the statements they have heard from their classmates to form new ideas.
  - Socratic Method of dialogue which is a form of argumentative dialogue between students based on asking and answering questions to stimulate critical thinking.
  - Pop-up debates which are informal debates that rely on one central question and students stand at their desk while they are speaking, and the teacher posts a list of student names and tally-marks the number of responses given while the debate is occurring. Once a student has spoken the prescribed amount of times, they are not allowed to speak in the debate any further. This gives the pop-up debate an element of strategy and pre-planning, often from your most competitive and confident speakers. It allows alternative viewpoints, practice of speaking and listening standards, and formative assessment of students.
- There are multiple other methods to decrease levels of teacher asking a question and one student response. These include:
  - Think, Pair, Share
  - Speed Dating
  - Sharing written responses
  - Holding small group discussions.
- As discussion levels increase, student engagement levels may rise as well.

**2. Consider increasing the number of adult-to-student ratios on the playground.**

- This was a topic of concern during the student, parent, and staff focus groups
- The possible need was observed by the SPCSA team during lunch recess
- School-wide safety, and proactive steps toward student discipline may be improved using this recommendation.

**3. Consider a more creative solution for the dropping off of students.**

- Camus family members communicated concerns.
- Consider increasing numbers of adults present during drop off
- Consider having larger numbers of parent volunteers assist in welcoming families in the drop-off area.

## VII. DEFICIENCIES

There were no deficiencies identified for Somerset Stephanie Campus during the evaluation.

DRAFT



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Somerset Stephanie Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 5 of 5 stars  
Middle School: 5 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
63.7%	66.2%	57%	46.5%

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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# Appendix D





# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset Academy - Aliante**  
Evaluation Date: 3/10/2021  
Report Date: 4/19-2021

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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Academic Performance..... 4

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Organizational Performance ..... 18

Site Evaluation Findings ..... 21

# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_2\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 March 10, 2021 at Somerset Academy - Aliante. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 - Aliante is located in North Las Vegas, Nevada in a facility at 6475 Valley Drive. The school serves 1,092 students (as of the most recent Validation Day) in Kindergarten through 8<sup>th</sup> grade. The mission of Somerset Academy - Aliante 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

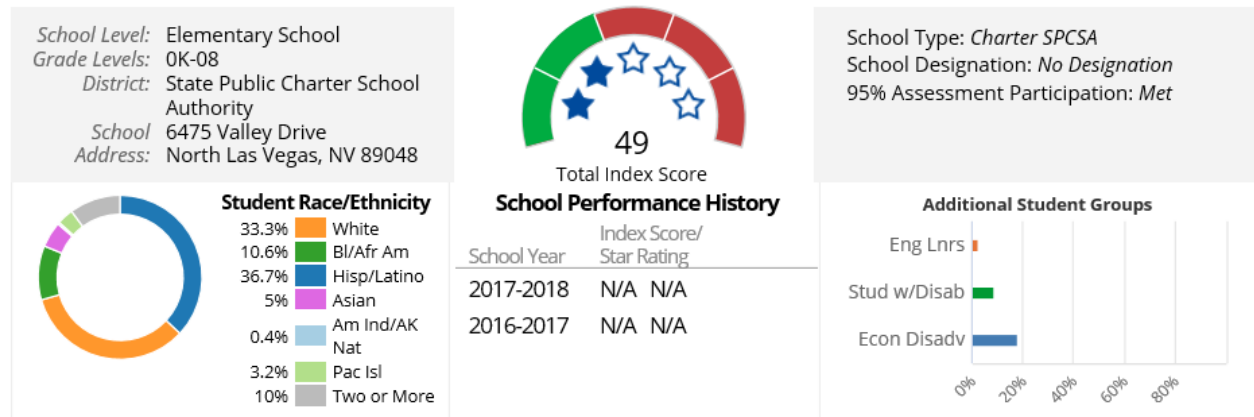
## Somerset Academy - Aliante Nevada School Performance Framework 2019

Somerset Academy - Aliante serves 1,092 students in grades Kindergarten through 8<sup>th</sup> grade

### Elementary School

#### Somerset Aliante

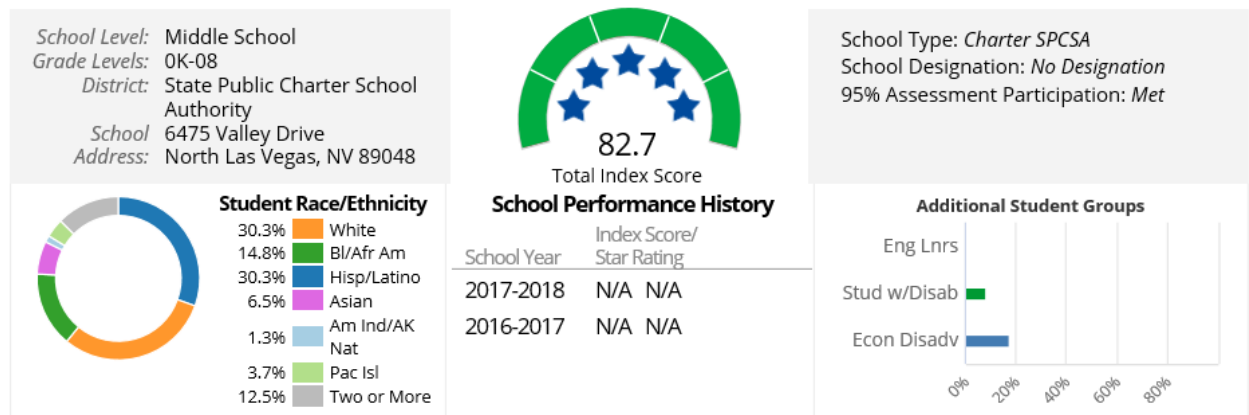
#### School Year 2018-2019 Nevada School Rating



### Middle School

#### Somerset Aliante

#### School Year 2018-2019 Nevada School Rating



Somerset Academy - Aliante  
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	50	54.5	48.5			45.8
American Indian/Alaska Native	-	45.7	34.3			30.9
Asian	87.5	75.5	68.8			67.2
Black/African American	26.6	31.3	32.3			28.8
Hispanic/Latino	41.5	44.6	39.6			36.5
Pacific Islander	80	48.7	48.3			45.6
Two or More Races	59.2	58.2	55.3			52.9
White/Caucasian	53.3	62.2	59.3			57.2
Special Education	22.5	27.3	28.6			24.8
English Learners Current + Former	50	42.2	35.8			32.4
English Learners Current	40	32.3				
Economically Disadvantaged	40.6	39.7	39			35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.5	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	75	78.5	75.4			74.1
Black/African American	30	40.8	42.6			39.6
Hispanic/Latino	48.6	51.1	48.2			45.5
Pacific Islander	80	51.7	57.9			55.7
Two or More Races	59.2	63.7	64.4			62.6
White/Caucasian	60.2	66.7	67.4			65.7
Special Education	22.5	26.6	30			26.3
English Learners Current + Former	55.5	42.2	41.4			38.4
English Learners Current	53.2	29.3				
Economically Disadvantaged	45.7	45.3	46.8			44

Middle School

**Math Proficient**

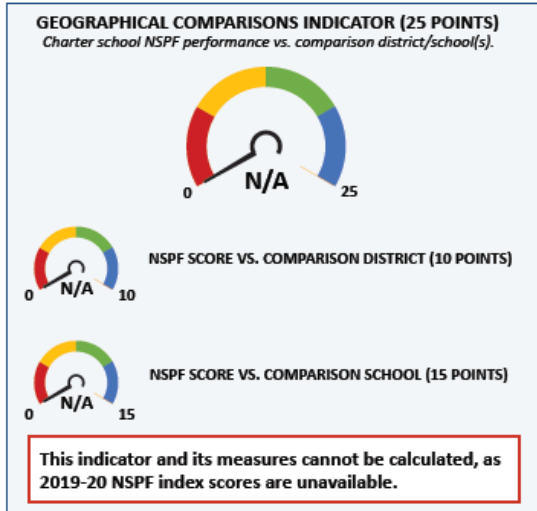
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	29.3	24.1	23.5			19.5
Hispanic/Latino	31.5	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	46.6	47.2	40.6			37.5
White/Caucasian	42.5	51.2	47.1			44.4
Special Education	0	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	38	29	29.2			25.5

**ELA Proficient**

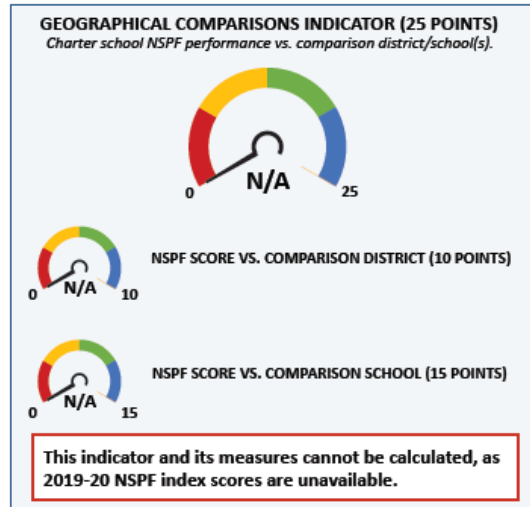
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	55.6	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	52.8	40.1	37.8			34.5
Hispanic/Latino	47.2	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	60	66.7	61.3			59.2
White/Caucasian	55	67.7	66.3			64.6
Special Education	18.1	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	42.7	46.3	44.4			41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

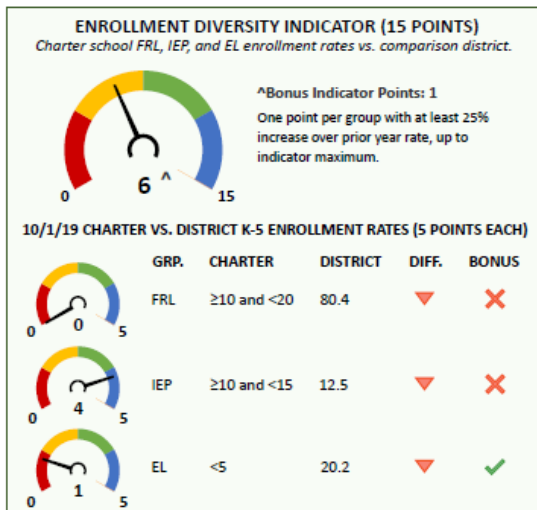


## Middle School

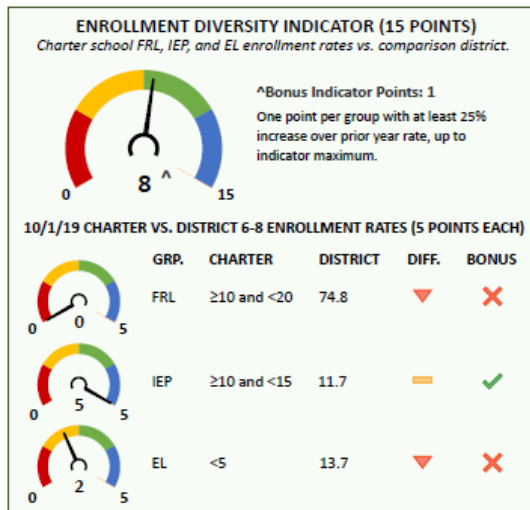


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	9	30 minutes
Students	4	30 minutes
School Leadership	5	30 minutes
Staff	8	30 minutes

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

- 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 Academics 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 Academics 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 Academics 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.

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<sup>1</sup> 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:

- Families were asked how satisfied they were with communication from the school staff. Parents described their overall satisfaction with the school's communication and noted that the staff and leaders are responsive to parents' questions. Parents described "Class Dojo" (a software program) and how it has been helpful in maintaining contact with their children's teachers and with school leaders. Parents also said they appreciated the school going live on social media for interactive question and answer sessions.
- The families were also asked how well they felt the teachers knew their child. They described how teachers check in with the parents to give them updates on how their children are doing and relay any concerns they may have noticed during class time. The families also described their understanding of the behavioral expectations of students online, speaking about how teachers are very clear at the beginning of classes about what students should, and should not, be doing while they are engaged in learning. According to parents, the teachers also consistently remind students of the expectations when students become off task. Parents also spoke about the consistency of the teachers' expectations across different grade levels that ensure students always understand what they are supposed to be doing during classroom time.



## FOCUS GROUP SUMMARY continued

### Parents/Families:

- The families were asked how they know that their child is learning. Parents said it has been difficult to monitor learning in a virtual setting. However, they said that when the students show excitement about lessons, it shows the parents that the students are engaged in class and learning new content. Family members also said they use Infinite Campus to keep track of their child's progress and they appreciated when teachers were quick to update Infinite Campus with new information. Parents shared that the teachers are also willing to meet with parents to discuss what grades and scores on assignments mean in relation to the progress their children are making. Parents did describe some confusion on where to find grades and assignments. The confusion stemmed from accessing Google Drive or Infinite Campus and how that could be confusing sometimes. Parents said the school had conducted conferences with only the parents and the teachers during the fall.
- Parents were then asked to describe some of the barriers they have seen and encountered with their children's learning. The families spoke about how students have been unable to have as many opportunities for the small group learning since the school has returned to a hybrid learning model given the ongoing COVID-19 pandemic. When all students were working virtually, it allowed the teachers to break out the students into smaller Zoom rooms for more direct instruction according to parents participating in the focus group. Family members also said the age differences of students affect how they handle the virtual environment, with younger students struggling to stay engaged for long periods of time on Zoom.
- Finally, the families were asked if there was anything else they would like the SPCSA to know about their experience at Somerset Academy – Aliante. Parents spoke about their overall happiness with the school and how great the school managed the online learning environment for their children.

### Students:

- Students were asked about the positive aspects of virtual learning. One student said they liked not having to deal with students eating in the classroom or having side conversations. Other students said they feel more comfortable answering questions in the smaller classes and feel more comfortable in the virtual setting overall. Students described some of the drawbacks of the virtual learning as not being able to see and interact with their teachers or friends. Others said it was harder to communicate with teachers in class because it was not as efficient as when they were in person. Students expressed that they missed being able to talk with the teacher one on one during class time. The internet connection can also be an issue when trying to participate in class according to students while other students said there more distractions at home then if they were in a classroom.
- The students were asked to explain how they know they are learning beyond the grade they received. The students said they use their i-Ready assessments to understand their level of understanding. They also described that if they are able to recognize the lessons materials in their day-to-day life shows them, they have learned that lesson and truly understand it.
- Students were then asked if they feel respected at school. The students said they feel like the teachers respect them, but some students don't show the respect they should. Students went on to say that some students don't pay attention in class, whether they don't mute themselves on Zoom or are doing things other than participating in the lesson, and that can be disrespectful of the class. The students also said that, since they are at home, some choose to ignore the instructions of the teacher. Some students will stay on their phone or play video games even when the teacher has asked them not to.

## FOCUS GROUP SUMMARY continued

### Students:

- Students responded to questions about if they find classes challenging by saying that they have felt challenged, but the virtual learning is difficult. Students went on to say that they thought that being in-person would be better for their learning, but they understood that being in-person was not fully possible right now. Another student mentioned that since they did not learn as much at the end of last year because of missed class time, lessons this year have been more difficult because they are expected to know things that they didn't end up learning last year.
- Students were then asked to describe how classroom discussions have happened during the year and what that experience was like. Students said it is harder to have discussions online and that some students don't answer any questions in class when they are participating online. Students said there are usually one or two students who do most of the question answering, while the rest of the classroom doesn't say anything. Students explain that some classes allow the students to use the chat function to talk to the class, but not every teacher allows that in their classroom. Plus, a few students noted that some abused the chat function by posting irrelevant material which forced teachers to lock the chat for classes.
- Finally, the students were asked to describe the one thing they would like to see changed or improved at the school. Students said they would like to see the school bring back more students in-person and that they would like to see the smaller class size continue as students are brought back into the school building. Students would also like to see more breakout rooms in the virtual learning because it helps them understand the lessons and also get to know their classmates. They said they would also like to see more interaction between each other while they are virtual and they would like to be able to interact with their classmates without having to interact with the whole class. One student said they would also like to have "homeroom" again so they can hang out with their classmates at the beginning of the day because not enough students attend the social hour.

### Leadership:

- The leadership team was asked about the ways that the teachers have worked with students to ensure they are engaged and challenged in a virtual and hybrid environment. The leaders described a number of strategies including ensuring that the content the students viewed was rigorous, encouraging teachers to learn from one another to help implement best practices, near-pod activities, engaging the whole class by having cameras on and audio available, and by also using a lot of different visuals to help students participate remotely.
- The leadership team was then asked how they ensure lessons and materials are aligned to the standards when doing classroom observations. School leaders spoke about how teachers tell the students the "why" up front so they are clear what the lesson will entail. In a normal setting they would pull a student aside and inquire about whether the student understands why they are learning a certain lesson, but virtual learning makes this tactic difficult. The leaders explained that teachers provide feedback to students by using breakout rooms through Zoom. Teachers also use verbal praise and praise through the chat to show students that their participation is appreciated. In the middle school the teachers have office hours at the end of the day where students can go to for extra help or feedback on previous lessons. Teachers are also using Google Classroom which allows teachers to view the student learning in real time.

## FOCUS GROUP SUMMARY continued

### Leadership:

- The leaders also described how they have tried to implement student led teaching as an aspect of their lessons. While difficult in an online setting, they spoke about how teachers turn the lesson over to students so they can explain to their peers how they did the lesson. According to school leaders, the students have also become more comfortable in the virtual environment which has allowed more flexibility for teachers to use the breakout rooms, to have small groups work with one another, and to allow students to share their screen as they complete a lesson so all of the students can watch together. The leaders reiterated that one of the most impactful strategies they have employed at Aliante is encouraging teachers to watch one another so they learn new and innovative ways to connect with students virtually and be able to take that back to their classrooms.
- Somerset Aliante underwent a recent leadership change and the current leadership team was asked what changes have occurred at the school due to this change. The leaders said there has been more focus on math instruction which has been identified as a weakness by the leaders during their initial site evaluation presentation. Another change that was relayed was there has been a more direct focus on the curriculum as a whole and on identifying ways where the implementation of said curriculum can be streamlined. Finally, leaders indicated that there has been more focus on vertical alignment between grades, so teachers understand where students are when they move to higher grades.
- Lastly, the leaders were asked what they have done to retain staff during the challenges of the past year. The school leaders said engaging the staff and allowing staff to get to know the new principal has been a primary focus over the past few months. The leaders stated that they have also maintained a focus on the teachers' mental health to help ensure teachers have built in opportunities to decompress. Overall, leaders shared that there is high morale and strong camaraderie between the leaders and the staff which has lent itself well in maintaining a cohesive team throughout all of the constant change over the last year.

### Staff:

- When asked about the ways they have adapted during the COVID-19 teaching environment, the staff shared that one of the first items that needed to be addressed was the sending, and collecting, of assignments in a reasonable timeframe. Staff expressed that using Google Classroom has been a great benefit, with some saying they would like to continue to use it even when students are back in-person full time. Student engagement has also been an ongoing challenge according to staff since there are exterior circumstances that differ from student to student. Other teachers mentioned communication both with students and parents has been really important in handling the online learning. Teachers also spoke about communication with one another and appreciated the school's willingness to allow them to teach with each other. The specialists have had unique challenges due to the students they are engaged with and they spoke about coming together as a team to address some of the challenges and come up with solutions to everyone's benefit.
- The staff members were then asked to discuss the change in leadership and how that has impacted the culture of the faculty. Staff members explained that the new school leader took the time to set up one on one meetings to establish a foundation with each staff member and to better understand each staff member's concerns or needs. Some staff members had experience at other Somerset schools and found that the transition at Aliante did not positively or negatively impact the culture of the school.

## FOCUS GROUP SUMMARY continued

### Staff:

- The staff was also asked how they monitor student learning and their understanding of what that monitoring should entail. Staff members described having students “write their learning” so teachers could see in the student’s own words how they understood subject matter. This approach has helped staff members get a better idea of the level of the student’s mastery. The middle school has used exit tickets to obtain information at the conclusion of a lesson about the students overall understanding of the content. Some staff have also used the “poll” function in Zoom to gauge understanding of students in their class. Some of the improvements the staff have made for content implementation have included taking more time with each lesson unit when needed, and not rushing to the next unit before students understand. Elementary staff shared that they have been using more data to identify standards students may be struggling with and adapting their education delivery to address these shortfalls. The staff provided a specific example where students had difficulty counting money and they identified this problem while using data from the “standards based learning” to go back and reteach that aspect of the lesson. Staff said that new “Math Practices” through common core have had an effect on how they choose to teach lessons.
- Staff members were asked how they felt about the incentives the school offers for high-performing teachers. Staff said the school has done a great job advocating for the staff and have taken staff concerns into account when making decisions. Staff members described how the school has helped them with their mental health and allowing them to provide feedback on different aspects of the school and classrooms before implementing changes. The school leaders also deliver ice cream and treats on Fridays to all of the staff, which is appreciated. The school also provided information and resources for mental health help that was available, and covered, through the staff’s insurance. Staff members also feel that the leadership team supports them and “has their back” when decisions are being made at the Somerset governing board level. They shared an appreciation because they like they are being heard and know the school leaders are truly listening to the challenges they face.

# CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 5</b>	<b>Total: 7</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>  <b>Managing Student Behavior</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 12</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total:</b>	<b>Total: 12</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 8</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A 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.
	<b>Total:</b>	<b>Total: 6</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 4</b>
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.
	<b>Total:</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total: 5</b>

## II. CLASSROOM INSTRUCTION (continued)

		Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	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.	
	<b>Total: 3</b>	<b>Total: 7</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total:</b>	
	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.	
	<b>Total: 5</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>	
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>	
	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.	
	<b>Total: 4</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	
	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.	
<b>Total: 6</b>	<b>Total: 6</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>		

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: 6
- The explanation of the content is imaginative: 6

**Evidence of questioning and discussion techniques: Area #6**

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

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 3
- The lesson is rigorous and includes cognitively complex tasks: 3
- Students engage in several types of activities during the lesson including:
  - Speaking 5
  - Writing 4
  - Reading 5
  - Listening 12
  - Discussing 4
  - Creating 2
  - Problem Solving 2
- Cooperative groups: 2
- Student-led classroom: 2
- Technology is integrated into learning/outcomes: 12
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 6
- Students incorporate the feedback by revising their work: 4
- 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





# 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 of Somerset. Aliante campus administers MAP K-5 and uses i-Ready to diagnose and monitor student growth and achievement.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	School curriculum is aligned to NVACS: Use Wonders K-5 and Collections 6-8 for ELA and Being A Writer-K-8, and Go Math K-8 and for Science -Stem Scopes - K-8
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.

			For families coming to Aliante, with students with special needs, the school offers “Welcome Meetings” to ensure the transition of the child to the campus goes smoothly. This helps build a foundation for a strong collaborative relationship with the family as soon as possible.
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. A specific professional development to address effective strategies teachers could use virtually with their ELL students was offered in October of 2020.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The day to day operations are aligned to the mission statement. School attendance, student assessment and data are reviewed routinely by school leaders and the school 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 <sup>th</sup> graders attend a Health class.

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

1. The Aliante campus has established a school culture and climate that is highly supportive of teaching, and learning.
  - A teacher mentorship program supports teachers in working together to break down barriers to student learning and each other. It has helped to provide a system for teachers to ask questions and share ideas with one another in order to overcome barriers to learning. The mentoring program is especially helpful to new and less experienced teachers and may be helpful in overcoming challenges common for those in their early years of their teaching profession. The mentors learn how to build trusting relationships and try out coaching techniques including guiding and self-reflection for actionable feedback, thereby helping mentors to improve their own instructional pedagogy.
  - A co-teaching model has been implemented at the school and teachers have found this to be helpful during virtual learning. With larger classes, there are two teachers to provide feedback, check for understanding, and trade off teaching with one another. There are advantages to co-teaching which include increased adult attention to students, shared expertise among teachers, provide students a diversity of instructional styles, and teachers sharing the responsibility for instruction and management.
  - The new school leader held one on one meetings with each staff member during her first few months at the school. Staff members explained that these meetings helped to establish a foundation of trust with each staff member and to better understand each staff member's concerns or needs. Getting to know what is important to team members at the school shows that the leader believes in the team and cares about "who" each staff member is and not just "what" they do. This is an important first step in establishing a positive school culture and provides a base for open communication between staff and the school leader.
  - The members of the staff focus group commented that the leadership team at the school has done a great job of advocating for them. During this unprecedented year in education, as school personnel across the country responded to the unforeseen changes, it is particularly meaningful that school leaders at this campus have taken staff concerns into account when making decisions. Staff members described how the school leaders provided information and resources for mental health help that was available, and covered, through the staff's insurance. In addition, the staff shared that school leaders have invited the staff to provide their feedback regarding possible changes prior to the changes taking place. One member in the staff focus group commented, "The school leaders also deliver ice cream and treats on Fridays to all of the staff and the staff really appreciates the gesture."

## **STRENGTHS** continued

2. The Somerset Aliante Middle School has been rated a 5-star school according to the NSPF Star system using the 2019-2020 most recent data. The index score was 82.7 out of 100 possible points. A 5-star rating, as defined by the Nevada School Performance Framework, is considered “Exemplary”.
3. There were several “Distinguished” practices observed during the classroom observational portion of the site evaluation according to the summary of observations on pages 13 - 15. Specifically, in the category of Classroom Environment (Areas 1,2,3,4), there were no unsatisfactory or basic classrooms noted. A total of six “Distinguished” ratings were recorded. In the category of Classroom Instruction (Areas 5,6,7,8) there were no unsatisfactory and 7 basic noted. A definite strength at this school is the very large number of “Distinguished” practices (21) observed and recorded in the area of Classroom Instruction. This is something to be celebrated school-wide! A few of the best practices included Writer’s Workshop, Author’s Chair, Students using dry erase boards to hold up answers, small student groups discussing the completed assignment, and the acknowledgement of student answers one by one in the chat so that students and teacher would immediately know the level of understanding.

In addition, the teachers were observed to be extremely positive to students. For example, one teacher said, “You guys are killing it, you got it, good job!” Another teacher said, “In 3,2,1, tell how you did in the chat and how you feel about the learning today.” Another teacher commented, “Good, I like the confidence you are showing here!” Overall, teachers used please and thank you, student’s first names, and provided an abundance of positive reinforcement.

## **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 school leaders, teachers, students, and parents have been challenged with adjusting to the ever-changing instructional model due to COVID guidelines and restrictions.
2. According to the most recent NSPF, the elementary school has been rated a 2-star with a total index score of 49 out of 100. The data indicates that the 4<sup>th</sup> and 5<sup>th</sup> grade students struggled the most. In response the school has offered an intervention/extension time for these cohorts.
3. Tier 1 differentiated math instruction has been acknowledged as a challenge by school leaders during the presentation portion of this evaluation. The math instructional block was extended from 70-100 minutes each day for the current fifth grade students. A 25 minute intervention/extension time for the Middle School was added to the schedule.

## 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. Continue to increase the number of students enrolled and considered a member of the special population category as Free and Reduced Lunch (FRL). Although the IEP student population above the comparative schools in the district, the FRL number, in particular, remains very low in both the Elementary and Middle School settings at Somerset Aliante campus. This can be done through targeted marketing and outreach as well as well as making the model more accessible to students and families.
2. Because students learn best when they are actively and intentionally engaged in their own learning, work as collaborative instructional leaders to include skill development in goal setting as a fundamental part of classroom practice. Weave student goal setting into the day-to-day, minute-by-minute procedures of the classroom. To be clear, the recommendation here is not a planned event to help students prepare for the next unit, report card, or part of the school year. It is not meant as a way for students to describe their aspirations for the next month or semester. Instead, include goal setting as a process with regard to what it is the student is trying to learn or achieve on a daily basis. When a learning objective or learning target is set, in addition to verbally stating the learning intention, have students learn to describe a specific, short term learning goal that is just right in terms of challenge or attainment for themselves. There are multiple research based methods of doing this. One recommended resource comes from the book, *Advancing Formative Assessment in Every Classroom: A Guide for Instruction Leaders* by Connie M. Moss and Susan Brookhart (2019).
3. It is recommended that instructional leaders and teachers at the school take time to review several aspects of math instruction and outcomes. School leaders acknowledged that Tier 1 Math instruction at the school is an area that needs improvement.
  - Since the math curriculum at the school is Go Math, and this is a comprehensive program developed to support the Common Core State Standards for Math, be open to discussing any “gaps” in concepts that have been noted by teachers of math at the school. There may also be value in talking about the importance of flexibility within the program. For example, spending more time on one concept if the majority of students have not reached mastery.
  - To best implement Tier 1 instruction within the Response to Intervention (RTI), make sure that math teachers work collaboratively to increase the consistency and quality of classroom management and classroom instructional methods.

Classroom Environments across the school and in math classes can be improved by using an inclusive classroom management plan that lays the ground work for high expectations, risk taking, and a safe space for students to navigate their learning. Discover if it is possible to expand on methods of differentiated instruction in which students feel that their individual learning needs are being met regardless of their variety of academic experiences, skill sets and ways that they learn best. Try to expand ways of offering students choices by giving students control over how they show they’ve learned. Encourage students to reflect on ways that they learn best. Some ways of accomplishing this without having to re-write instruction would be to include math centers, culminating projects, and opportunities to use math vocabulary and language in discussion settings and in reflective math journals. Teach from an “asset model” and look for the things students did “right” within the math lesson. This helps students know they are part of a safe learning environment where mistakes are indicators that they’re trying and that their prior knowledge is valued. Celebrate student achievements

and create a set of norms around communication in the classroom.

Classroom Instruction overall can be improved by taking four discrete steps to create a comprehensive formative assessment system within the math classes. According to John Hattie’s “*Visible Learning*”, Hattie found the average effect size of all interventions he studied was 0.40. Therefore, his ‘hinge point’ is any effect size over 40 and is considered effective. The larger the effect, the more statistically likely the intervention is to succeed. Nancy Frey and Douglas Fisher published a book titled “*The Formative Assessment Action Plan*”<sup>2</sup>. The book explains how four discrete steps work in tandem to create a seamless, comprehensive, formative assessment system school wide. The table below provides a framework of how the research and steps may be used together to create an outcome of increased levels of student achievement in math classes at this school.

<b>Steps 1 - 4 Student question</b>	<b>What it does</b>	<b>Effect Size from Hattie<sup>3</sup></b>
1. Feed-up <i>Where am I going?</i>	Ensures that students understand the purpose of an assignment, task, or lesson, including how they will be assessed.	Teacher clarity: <b>0.75</b> Learning goals vs.no goals: <b>0.68</b>
2. Checking for understanding <i>Where am I now?</i>	Guides instruction and helps determine if students are making progress toward their goals.	Meta-cognitive strategies: <b>0.60</b> Reciprocal teaching: <b>0.74</b> Classroom Discussion: <b>0.82</b>
3. Feedback <i>How am I doing?</i>	Provides students with valuable and constructive information about their successes and needs.	Feedback: <b>0.70</b> Strategy Monitoring: <b>0.50</b> Help Seeking: <b>0.72</b>
4. Feed-forward <i>Where am I going next?</i>	Builds on the feedback from step 3 and uses performance data to facilitate student achievement.	Evaluation and Reflection: <b>0.75</b> Self-verbalization and questioning: <b>0.55</b>

- It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academics. 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.

<sup>2</sup> <http://www.ascd.org/Publications/Books/Overview/The-Formative-Assessment-Action-Plan.aspx>

<sup>3</sup> <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>



## DEFICIENCIES

There were no deficiencies identified for Somerset Academy - Aliante during this site evaluation.



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset Academy – Lone Mountain**  
Evaluation Date: 3/24/2021  
Report Date: 5/5/2021

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

# Contents

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Academic Performance..... 4

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Organizational Performance ..... 17

Site Evaluation Findings ..... 20

# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_2\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 March 24, 2021 at Somerset Academy – Lone Mountain. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 – Lone Mountain is located in Las Vegas, Nevada in a facility at 4491 N. Rainbow Blvd. The school serves 989 students (as of the most recent Validation Day) in Kindergarten through 8<sup>th</sup> grade. The mission of Somerset Academy – Lone Mountain 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 development of accountable 21<sup>st</sup> century learners in a safe and enriching environment.”

# ACADEMIC PERFORMANCE

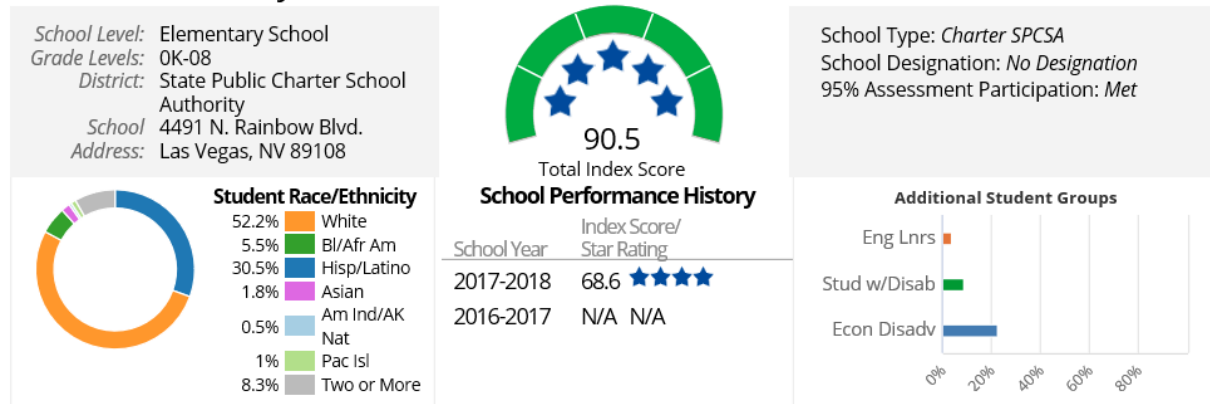
## Somerset Academy - Lone Mountain Nevada School Performance Framework 2019

Somerset Academy - Lone Mountain serves 989 students in grades Kindergarten through 8<sup>th</sup> grade

### Elementary School

#### Somerset Academy Lone Mountain

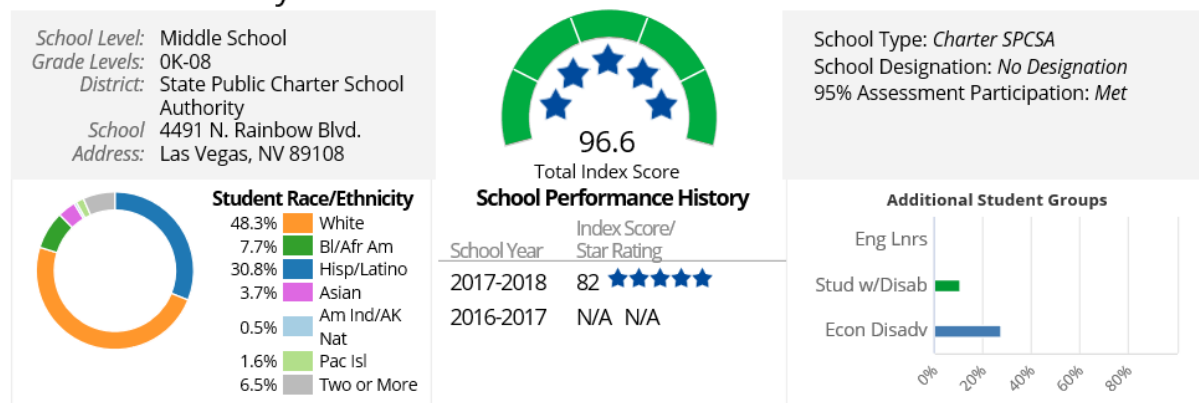
#### School Year 2018-2019 Nevada School Rating



### Middle School

#### Somerset Academy Lone Mountain

#### School Year 2018-2019 Nevada School Rating



Somerset Academy - Lone Mountain  
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	60	54.5	48.5	59.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	40	31.3	32.3	41.6	30.6	28.8
Hispanic/Latino	46	44.6	39.6	45	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	80.9	58.2	55.3	62.5	59	52.9
White/Caucasian	66.7	62.2	59.3	65	61.1	57.2
Special Education	27.6	27.3	28.6	33.3	29.2	24.8
English Learners Current + Former	60	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	41.5	39.7	39	-	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.5	60.1	57	59.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	42.7	40.8	42.6	58.3	40.5	39.6
Hispanic/Latino	55	51.1	48.2	54.9	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	66.5	63.7	64.4	58.2	67.1	62.6
White/Caucasian	62.5	66.7	67.4	62.7	65	65.7
Special Education	28.5	26.6	30	26.6	29.3	26.3
English Learners Current + Former	50	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	46.1	45.3	46.8	-	40.4	44

Middle School

**Math Proficient**

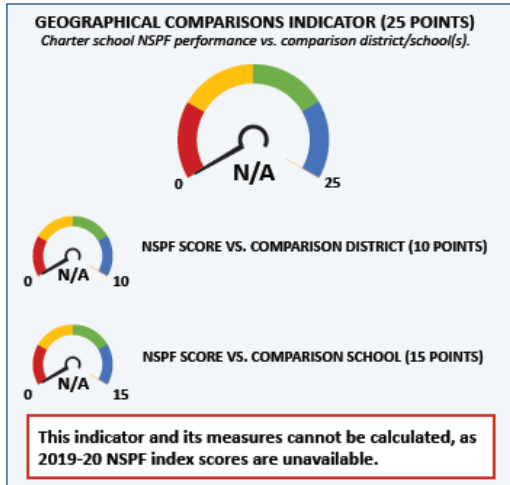
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54	42.6	36.5	41.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	84.5	66.2	58.6	78.5	64.1	56.4
Black/African American	37	24.1	23.5	20	17.7	19.5
Hispanic/Latino	45.2	31.8	29.3	37.8	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	47.6	47.2	40.6	45.4	41.5	37.5
White/Caucasian	61.1	51.2	47.1	43.2	44.4	44.4
Special Education	27.1	12	18.6	15.3	11.5	14.3
English Learners Current + Former	42.1	26.8	20.2	53.8	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	43.3	29	29.2	-	21.7	25.5

**ELA Proficient**

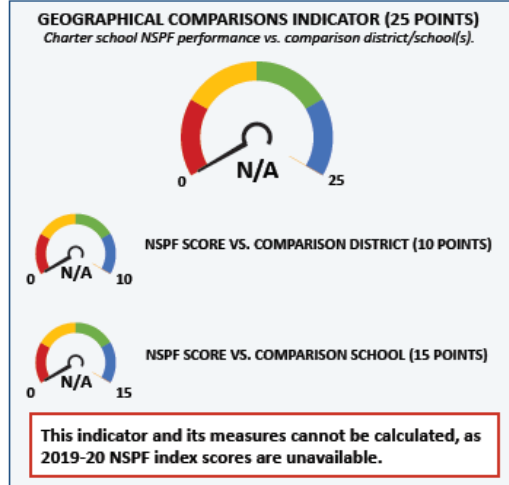
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67	59.6	54.1	59.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	92.2	78.4	75.9	92.8	77.3	74.6
Black/African American	33.2	40.1	37.8	42.8	38.4	34.5
Hispanic/Latino	57.5	50.2	45.1	44.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.8	66.7	61.3	69.7	61	59.2
White/Caucasian	77	67.7	66.3	65	63.5	64.6
Special Education	48.3	19.8	21.9	19.2	20.7	17.8
English Learners Current + Former	63.1	42.7	24.3	61.5	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	56.5	46.3	44.4	-	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

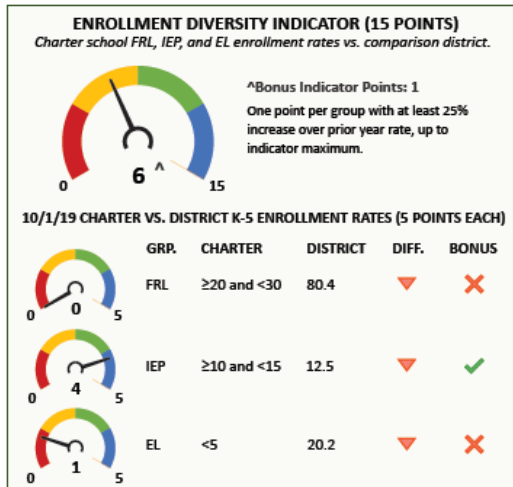


## Middle School

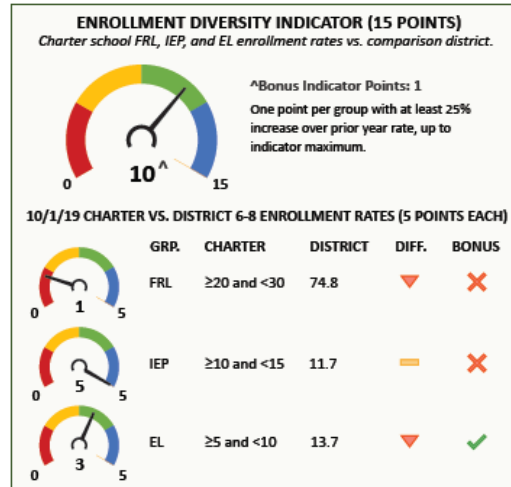


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30minutes
Parents/Families	10	30minutes
Students	10	30 minutes
School Leadership	3	30 minutes
Staff	14	45 minutes

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

- 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.

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<sup>1</sup> 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:**

- Parents were asked about the communication from the school and they said they use Class Dojo, (an educational technology that connects primary school teachers, students and families through communication features) to keep up with school operations. Other parents discussed email, phone, newsletters, and noted that in-person messages are open and positive from Somerset – Lone Mountain staff. Overall, the parents said they were satisfied with the communication coming from the school. One parent noticed that on the school website, the communication function seems to not be working and their emails from that portal are not going through. Parents also complimented the teachers and their communication frequency.

## Parents/Families cont....

- Parents were asked how well they felt their teachers knew their children. Parents said they appreciated that the principal was out in front of the school during the car line. Additionally, parents reported that they have enjoyed being able to see everyone out in front of the school saying hello to the students as they begin and end their school day. Other parents said the teachers have been wonderful with their students and they commented on how much the teachers truly care about each child. They were impressed with how well the teachers have handled the pandemic and have still created relationships with students even when they were learning online, and now that everyone is back in-person, parents stated that they have been impressed with how the teachers have been connecting and taking care of students. Another parent complimented the teachers in helping their child learn English because it was not his primary language. According to parents, the school was quick to respond to the pandemic which has helped families manage all of the changes that occurred over the last year.
- Parents were then asked how they know if their children are being challenged at school. Parents said their children are doing work that they don't understand. Another parent commented that when they check in with their student and their test scores, they see improvement with each lesson. In discussing how they know their child has learned something new in school, parents spoke about their surprise when students have talked about new concepts. According to parents, their children are excited to talk about what they learned during a school day and the parents can tell their children are stimulated intellectually. Family members said that the specials teacher at Somerset - Lone Mountain have also done a great job engaging students and encouraging, and challenging, students to want to learn more.
- Parents were also asked if they have any suggestions for the school. Parents said they would like to see the teachers continue to be able to use unique strategies to engage students. Another parent said they would like to see new turf installed on the playground. Parents also stated that prefer it when teachers continue to communicate with them regarding the successes of their children because it lets them understand how their children are doing. Overall, the parents and families were very thankful for the care and attention the teachers and leaders have shown their children over the last year.

## Students:

- Students were asked what motivates them to come to school each day. Students responded by saying they come to school to learn and figure things out which helps them become successful. Other students said they like to be able to see their friends at school. Students described activities at school they enjoy including the mathematics March Madness. Students said their teachers motivated them to come to school because of how friendly they are.
- Students were then asked if they feel respected in their classes both by their teachers and their peers. Students said they do feel respected because their teachers help them with their assignments. Other students said they celebrate each other and do not get jealous by the success of other students. According to students, the teachers listen to them and it makes them feel happy the teachers care about them.
- The students were asked how they know they are learning new things and being challenged in school. Students described how their teachers walk them through lessons step-by-step. Additionally, student said they know they have learned something new because at the beginning of lessons they don't understand a concept, but as they are taught, they begin to understand, and they are able to do the assignment on their own. Students said they are also able to explain their lessons to other people which means they really understand what they have been taught. Students went on to share that teachers will finish lessons and then later in the year, they will go back and ask questions about previous assignments to make sure everyone mastered the appropriate concepts.

## FOCUS GROUP SUMMARY continued

- Students were asked how they feel connected to one another in different school activities, to which students responded that they feel connected when they are working in groups with their classmates because everyone can share their ideas with one another. Other students agreed that the collaboration in class with their peers makes them feel connected to each other.
- Students were asked to describe how often they are able to participate in discussions in class. Students said they are asked to participate in discussions every day in all of their classes and went on to say that they are encouraged by their teachers to participate in discussions with the rest of the class. Students said they are put into groups with peers that are in-person and online so they can all work together.
- Students were asked what they liked best about Somerset – Lone Mountain. Students said they really like their teachers and the special classes offered at the campus, too. Other students spoke about the interactive activities the school does and that they appreciate having those to look forward to each day. One student who is new to Somerset – Lone Mountain said they have really liked the environment at the school and have felt welcomed even though they had just started. Other students said they were really happy to be back at the school because they missed seeing their friends.
- Finally, students were asked what changes, if any, they would make to the Somerset – Lone Mountain School if they had the opportunity. Students said they would like to eat lunch as a whole school instead of eating with only their houses. (The house system at this campus is modeled after the Ron Clark system—a proven way to create a positive climate and culture for students and staff. Houses are established and are a permanent, cross-sectional, family like, co-curricular society).Lone Mountain students said their friends were in other “houses” and they would like the opportunity to eat lunch with them as well. Other students said they would change, or get rid of, i-Ready. Students expressed some frustration because in their view this tool does not help them with their learning. Students went on to say that the scores they receive on Map or SBAC don’t match what they receive on i-Ready.

### Leadership:

- The leadership team was asked about the specific strategies they have implemented to enhance student engagement throughout the academic year. School leaders responded by describing how they spoke with the teachers about being aware of the level of student engagement in classrooms and to consider trying new things to help students maintain high levels engagement. Virtually, the school leaders and teachers have worked to engage students by using both side of the “screens.” School leaders reported that teachers are constantly assessing the outcomes for these strategies and will make changes when needed.
- The leadership team was then asked how they tell that a lesson is definitely aligned to the appropriate standards. The leadership team spoke about how they monitor and ensure the teachers are using the curriculum. The leadership team said that they know their curriculum is research-based and expect the teachers to use the curriculum because it works. Another leader discussed how they will ask the students directly about what standard they are working on because the students are expected to know what standard they are learning at all times.
- According to school leaders, one of the goals of Somerset – Lone Mountain is ELL growth, and the leaders were asked how they have pursued that goal considering the pandemic. The leaders said the teachers are constantly engaging the students in every lesson and they have embedded ELL growth into lesson plans. School leaders went on to say that teachers and leaders try to avoid having ELL students feel like they are being “targeted” and keep this in mind when developing lessons for those

students.

- The leadership team was asked how the implementation of i-Ready had been this academic year. The team said at the beginning it was difficult, but as the year has gone on they have seen more buy-in. School leaders also noted that they have seen an increased number of students working under i-Ready assignments. The school leaders have split the school into “houses” which has created a fun way to have some competition and engage the students through their houses. Leaders noted that the school has conducted scavenger hunts, food drives, and toy drives using the “house” system. Additionally, school leaders indicated that the school has also held pep rallies within the houses which the students have enjoyed. The leaders said it still has been challenging because the houses haven’t been able to all get together due to the pandemic, which has caused a loss of overall excitement. Teachers award house points for the first student to join the zoom which is one of the ways they have tried to keep the virtual students engaged.
- Finally, the leadership team was asked how they have continued their work on improving chronic absenteeism. The assistant principals have made a point to constantly reach out to families when they begin to fall into chronic absenteeism. They ask the families how they can help and keep the conversations positive and not accusatory. Overall, they have seen positive results through these strategies. The school’s most recent chronic absenteeism report shows the school around 1% which is an improvement from previous years.

#### **Staff:**

- Staff were asked about the ways the leadership at the school solicits feedback from staff. Staff said the leadership team has been very supportive throughout the pandemic by asking what they need to help them teach their students. Other staff said the school leaders send surveys to staff to get feedback when changes have been made at the school. According to the Lone Mountain staff, school leaders are generous with sharing the results of the survey which creates transparency for staff to know how others are feeling at the school. Staff also reported that there are regular check-ins between staff and leadership which helps staff understand what is going on school wide.
- Staff were then asked about the ways they use to engage special student populations. The staff members said they keep an hour at the end of the school day to have small group work with students who need it. While this year has been different, Lone Mountain staff reported that there are still Friday office hours where students can meet with teachers. Staff also said that the Special Education teachers invited students to come back on campus as soon as they were able to because there have been more students who have needed extra help due to the pandemic. The regular education teachers said that they meet with the specials teachers to collaborate and build assessments and assignments. The staff shared that the Lone Mountain campus has a “vulnerable student team” which focuses on strategizing and implementing additional supports for vulnerable students. There is also a reading interventionist who works with small groups of students to provide additional support to students.
- The staff was asked about the Marzano training that occurred recently, and they responded by describing mastery-based learning and how the trainings have integrated different assessments to gauge student mastery. Additionally, the Lone Mountain staff stated that they are constantly progress-monitoring and are using that data to inform and guide their instruction.
- The staff was asked about how they have maintained the rigor of the curriculum during the past year. Staff members spoke about the Wildcat Ways and the practices which are highlighted each week. Since the school is focused on leadership qualities and skills, teachers said that they will integrate STEM projects with leadership development to create more rigor. They also focus on the 7 Habits. The

staff spoke about their focus to ensure students can collaborate with one another through group work. Staff members have seen that as students progress from grade to grade at the school, they are more willing to engage and share what they have learned. Additionally, staff stated that students are also willing to share what they have learned with younger students. The staff also described the student-led study groups and peer tutoring that have been occurring. The study groups were created in response to the virtual learning because students wanted to still be able to interact and help one another.

- Finally, staff members were asked about the biggest strengths of the Somerset – Lone Mountain campus. Staff spoke about the support they have received from other staff members and the leadership team, and how that support has been so instrumental in a difficult school year. There is an alignment across the grade levels which helps guide teachers' lessons. The teacher mentor program was also discussed as a strength. This program allows first, second-, and third-year teachers to be paired with more experienced teachers so as to help and support the new teachers and their growth. One teacher spoke about a time that they walked into their classroom on a Monday and saw a message of encouragement on their whiteboard. While it was a small gesture it meant a lot to this staff member. Lastly, staff members also said they feel like they are part of a family and they enjoy teaching at this school.
- The staff were also asked if they had any recommendations for the school and they said they hope the school continues on the same track and continues to be communicative with them regarding all aspects of the school.

# CLASSROOM OBSERVATION TOTALS

A total of 13 classrooms were observed for approximately 25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b> Creating an Environment of Respect and Rapport  Establishing a Culture for Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 6</b>	<b>Total: 7</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b> Managing Classroom Procedures  Managing Student Behavior	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 4</b>	<b>Total: 9</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 5</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## 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.
	<b>Total: 4</b>	<b>Total: 9</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
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.
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.
	<b>Total: 4</b>	<b>Total: 6</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 3</b>
	<b>Total: 5</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 3</b>

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
		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.
		<b>Total: 8</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	Area 7 B	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.
		<b>Total: 8</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
Using Formative Assessment in Instruction	Area 8 A	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
		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.
		<b>Total: 5</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	Area 8 B	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.
		<b>Total: 7</b>	<b>Total: 6</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>



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: 5
- 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): 4
- Teacher questions are open ended: 4
- Teacher allows time for students to answer – 3 seconds or more: 5
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
- 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): 4

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 4
- Students are using reasoning and critical thinking: 5
- The lesson is rigorous and includes cognitively complex tasks: 3
- Students engage in several types of activities during the lesson including: 7
  - Speaking
  - Writing
  - Reading
  - Listening
  - Discussing
  - Creating
  - Problem Solving
- Cooperative groups: 3
- Student-led classroom:
- Technology is integrated into learning/outcomes: 7
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 5
- Students incorporate the feedback by revising their work: 4
- Students receive frequent and meaningful feedback regarding their work: 5
- A wide range of instructional practices that are likely to motivate and engage most students

# 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	Curriculum is researched based and aligns with the Nevada Academic Content Standards. ELA Kinder-2 <sup>nd</sup> - SuperKids 3 <sup>rd</sup> -8 <sup>th</sup> Expeditionary Learning, Math 1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> - Expeditionary Learning, Math 6 <sup>th</sup> -8 <sup>th</sup> Open Up.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Students take Diagnostic Assessments including Dibbles, i-Ready, MAP WIDA and Brigance, Formative Assessments include observations, discussions, white boards, common assessments, exit tickets, and Kahoot, and summative including SBAC, CRT, WIDA and of Course (Algebra 1).
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	The school updates the special ed policy manual and policies/procedures routinely. Special education student data for ELA is tracked and progress/growth is monitored.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	School tracks the growth toward AGP of EL students in both elementary and middle school. Staff at this school have developed a team of educators who deal with giving support to teachers for special population students. They have developed regularly published newsletters that highlight best teaching Strategies for EL students. Looked at EL framework, in depth and track language goals through the Connections program.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	School is mission driven and student achievement drives decision making at all levels. Leader in Me program helps grow engaged and accountable students. They maintain attendance, graduation rates, student assessment and fiscal management. The Board conducts meetings no less that once every other month.
3b	The school holds management accountable.	School Presentation	All teachers, leaders, and staff are evaluated annually. Principal is evaluated by the board of directors.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Restorative Justice, House System, Multicultural Months, Student Mentoring, Student led conferences and AM PM announcements as well as the sunshine committee help school protect rights of all students.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	COVID guidelines followed, system and procedures in place such as drills and soft lockdown practice. Counselor and SSP meets with students regularly and provide in class lessons. Safe Voice, Climate, and culture surveys Smore newsletters and signs of Suicide Training.

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

There are several strengths at the Somerset – Lone Mountain Campus.

1. Both the elementary and middle schools at this campus have increasingly high levels of student achievement. According to the Nevada School Performance ratings from the 2018-2019 school year, both the elementary and the middle schools have been rated 5-star. The middle school is one of the top-rated schools in the state of Nevada with a 96.6 index score out of a possible 100. This is an outstanding achievement.
2. The instructional staff, in a partnership with the school leaders seek out ways to develop Distinguished teachers from within the school and have created high levels of teacher efficacy. One example of this took place at the Lone Mountain campus and involved a set of teachers at the school who researched best practices to support EL learners in the classroom. Afterwards, they implemented lessons and shared these techniques with each other. John Hattie describes collective teacher efficacy as having the greatest influence on student achievement. Collective efficacy is evident when teachers see themselves as part of a team working for their students and believe that despite other influences in the students' lives, they will have success in paving the way to high levels of student achievement.
3. The Lone Mountain campus has Distinguished levels of student engagement and the following items contributed to the overall success in this area.
  - Classes observed had high levels of students engaged in learning activities with 8 out of a total of 13 classroom observed rated “Distinguished”.
  - Students made material contributions to the learning taking place within the classrooms. Examples include sharing their thoughts and openly discussing their viewpoints. This took place in 8 out of 13 classroom and these classrooms were rated Distinguished in this area.
  - There were several instances of teachers creating the opportunity to physically move around the classroom and check in with students. Teachers were observed to be working with students one to one, which is highly engaging to students and assists students in monitoring their understanding of the subject matter.
  - Students were observed taking part in lessons and rigorous tasks.
  - The pacing of the lessons allowed students time to contribute to the lesson and yet moved fast enough for students to avoid becoming disengaged. Students appeared to maintain their focus on the subject matter.

## STRENGTHS

4. The school community was described on numerous occasions as positive and viewed by stakeholders as providing a caring, family-like atmosphere. This was a common theme as discussed during the student, family and staff focus groups. For example, during the staff focus group, staff members spoke about the support they have received from other staff members and the leadership and how that support has been so instrumental in a difficult school year. A teacher provided an example explaining that when staff came in on Monday and there was a positive strong message of encouragement on their whiteboard from the school leader. The staff member explained that while it was a small gesture, it meant a lot to the staff. During the student focus group, students commented that their teachers motivated them to come to school because of how friendly they are. Parents said the teachers have been wonderful with their students and they commented on how much the teachers truly care about each child. Parents were impressed with how well the teachers have handled the pandemic and still created relationships with students even when they were learning online. Family members added that now that everyone is back in-person, the parents have been impressed with how the teachers have been connecting and taking care of students.
5. An important strength observed at the Lone Mountain campus is that the individual classrooms had both rigor and relevance observed in many of the classrooms. While the relevance helps students see the value of what they're learning, rigor ensures they are challenged to develop advanced skills and knowledge. In one example of this, the teacher set up students to use Minecraft to create a Roman City. In this case, the learning material related to students everyday lives and students found it purposeful as it mimics a real-life event- that of creating a city. The rigor existed because students had to work to build their skills at understanding to achieve the outcome which was the ability to give a tour and to show what a Roman city would look like. In another second grade classroom, students were studying Amelia Earhart. They each had a clip board, a pencil, and were taking notes, reading writing, and discussing their thoughts with a partner. Afterwards, students participated in a class discussion on the topic. Both these examples show creativity in creating lesson plans and at the same time, setting the stage for students to own what they are learning.

## 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. One challenge at the school has been having the ability to reach vulnerable students in order to provide them the tools they need to be successful this year. The distance learning format was challenging both in terms of academics and the Social-Emotional Learning component for all students, but particularly for those students with special needs.
2. The COVID-19 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.

## 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. Continue to focus on increasing the number of students within the Free and Reduced Lunch category at both the elementary and the middle school levels. The population of English Language Learners at the elementary level should also be a focus of improvement. Based on the school presentation and the most recent reports, the school still is behind the district averages for each of the listed subpopulations. School leadership and the Somerset should prioritize closing these demographic gaps, and SPCSA staff would be happy to assist the school as the Somerset community strategizes ways to make the Lone Mountain campus more representative of the community it serves.
2. Consider making an operational change to the lunch system. Students voiced a request during the student focus group regarding the House system, saying they would like to eat lunch as a whole school instead of eating with only their houses during lunch time. This may be something to address over the summer as preparations begin for the 2021 – 22 school year, and SPCSA staff would encourage the Lone Mountain staff to engage with students regarding proposed changes.
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.

## DEFICIENCIES

There were no deficiencies identified for the Somerset Academy – Lone Mountain campus during this site evaluation.



# **Nevada State Public Charter School Authority**

Site Evaluation Report

**Somerset Academy - Losee Campus**

Evaluation Date: 03/18/2021

Report Date: 05/05/2021

State Public Charter School Authority  
775-687-9174  
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# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_2\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 Somerset Academy – Losee Campus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

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

# ACADEMIC PERFORMANCE

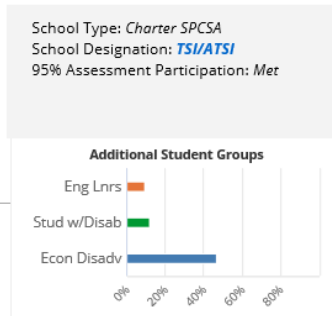
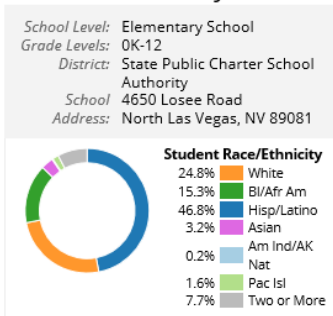
## Somerset Academy – Losee Campus Nevada School Performance Framework 2019

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

### Elementary School

#### Somerset Academy Losee

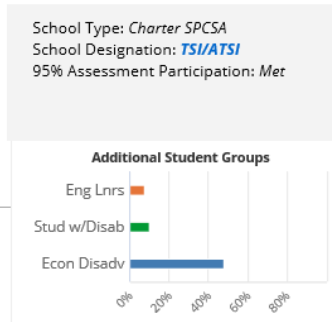
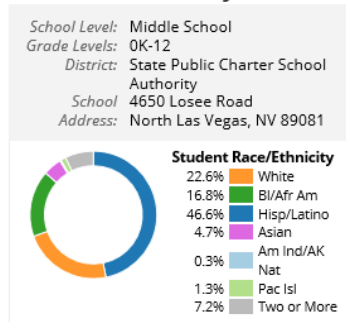
#### School Year 2018-2019 Nevada School Rating



### Middle School

#### Somerset Academy Losee

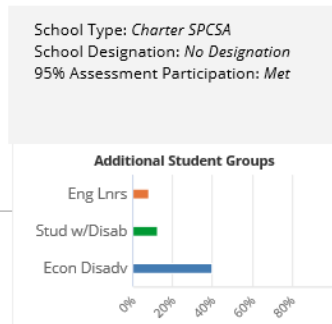
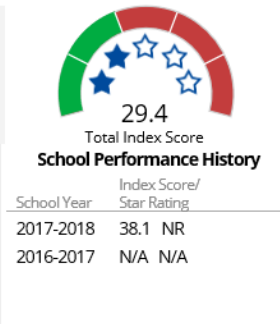
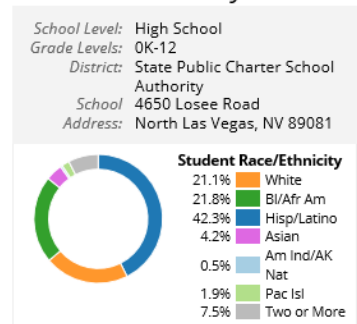
#### School Year 2018-2019 Nevada School Rating



### High School

#### Somerset Academy Losee

#### School Year 2018-2019 Nevada School Rating



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

## Elementary School

### Math Proficient

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

### ELA Proficient

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

## Middle School

### Math Proficient

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

### ELA Proficient

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

## High School

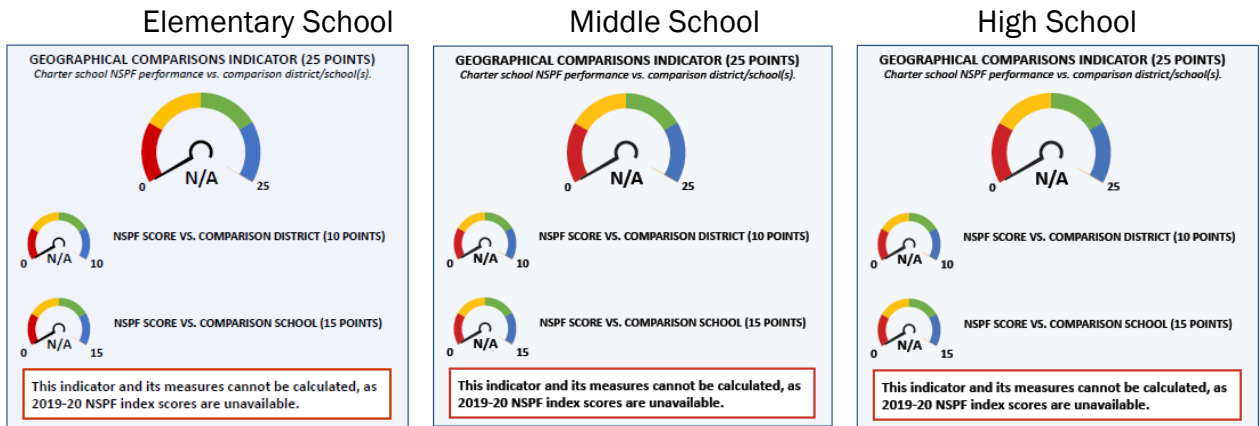
### Math Proficient

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

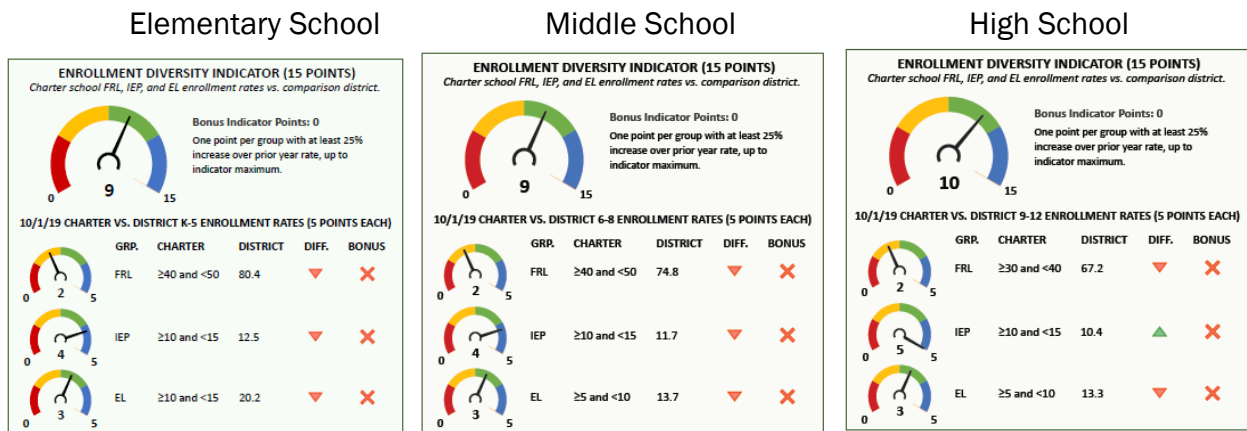
### ELA Proficient

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

# SPCSA Academic Performance Framework Geographic Comparison Report



# SPCSA Academic Performance Framework Diversity Comparison Results



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

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

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

- 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.

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

## FOCUS GROUP SUMMARY continued

### Governing Board

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

## FOCUS GROUP SUMMARY continued

### Parents/Families:

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

## FOCUS GROUP SUMMARY continued

### Students:

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



## FOCUS GROUP SUMMARY continued

### Leadership:

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

## FOCUS GROUP SUMMARY continued

### Staff:

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

# CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b> Creating an Environment of Respect and Rapport  Establishing a Culture for Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 10</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b> Managing Classroom Procedures  Managing Student Behavior	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 3</b>	<b>Total: 9</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 5</b>	<b>Total: 7</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION

Area 5					Not	
	Distinguished	Proficient	Basic	Unsatisfactory	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 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.	
	<b>Total: 4</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed	
<b>Using Questioning and Discussion Techniques</b>	<b>A</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: 2</b>	<b>Total: 9</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>
	<b>B</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.
	<b>Total:</b>	<b>Total: 11</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>	

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 6</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>
	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.
	<b>Total: 6</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 4</b>	<b>Total: 7</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>
	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.
	<b>Total: 3</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>

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

**Evidence of adapted materials/assessments: Area #5**

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

**Evidence of questioning and discussion techniques: Area #6**

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

**Evidence of engaging students in learning area: Area #7**

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

**Evidence of Formative Assessment During Instruction: Area #8**

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

# ORGANIZATIONAL PERFORMANCE

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

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

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

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



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

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

# SITE EVALUATION FINDINGS

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

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

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

## CHALLENGES

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

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

## RECOMMENDATIONS

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

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

## DEFICIENCIES

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



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset Academy – North Las Vegas**  
Evaluation Date: 3/4/2021  
Report Date: 4/15/2021

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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Organizational Performance ..... 18

Site Evaluation Findings ..... 22

# 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](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](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 March 4, 2021 at Somerset Academy - North Las Vegas. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 – North Las Vegas is located in North Las Vegas, Nevada in a facility at 385 W. Centennial Parkway. The school serves 1,189 students as of October 2020, in Kindergarten through 8<sup>th</sup> grade. The mission of Somerset Academy – North Las Vegas is: "We will create an engaging environment where all are committed to lifelong learning, leadership, and excellence."



# ACADEMIC PERFORMANCE

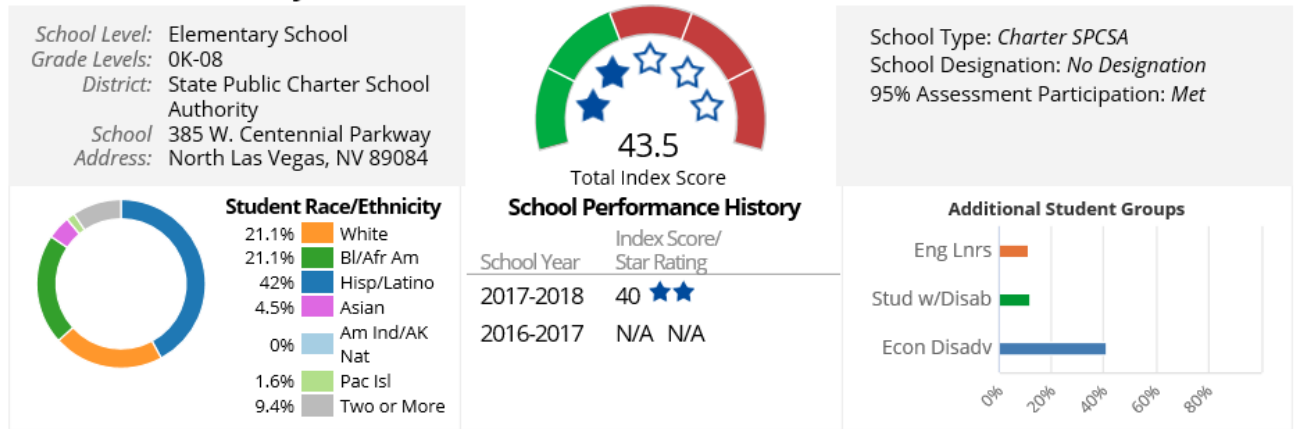
## Somerset Academy – North Las Vegas Nevada School Performance Framework 2019

Somerset Academy - North Las Vegas serves 1,189 students in grades Kindergarten through 8<sup>th</sup> grade

Elementary School

### Somerset Academy North Las Vegas

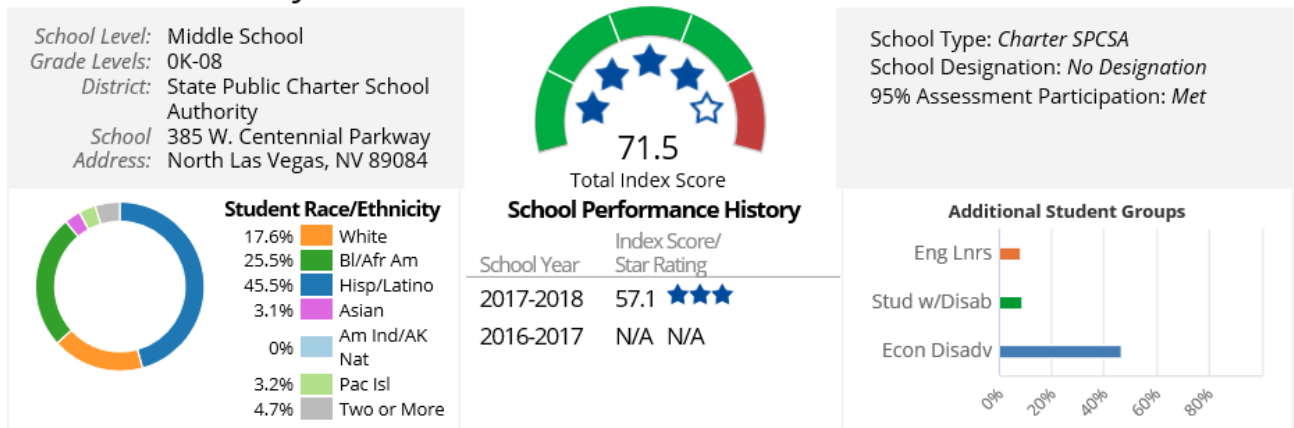
School Year 2018-2019 Nevada School Rating



Middle School

### Somerset Academy North Las Vegas

School Year 2018-2019 Nevada School Rating



Somerset Academy of North – Las Vegas  
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	42.5	54.5	48.5	35.9	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	77.7	75.5	68.8	76.9	75.2	67.2
Black/African American	27.5	31.3	32.3	14.5	30.6	28.8
Hispanic/Latino	39.7	44.6	39.6	27.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	48.2	58.2	55.3	46.4	59	52.9
White/Caucasian	50.5	62.2	59.3	47.8	61.1	57.2
Special Education	37.2	27.3	28.6	27.5	29.2	24.8
English Learners Current + Former	35	42.2	35.8	7.8	37.4	32.4
English Learners Current	28.1	32.3		8.3	25.5	
Economically Disadvantaged	34.7	39.7	39	25	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.3	60.1	57	42.5	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	72.2	78.5	75.4	76.9	76.2	74.1
Black/African American	31.8	40.8	42.6	21.8	40.5	39.6
Hispanic/Latino	43.8	51.1	48.2	41.8	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	51.6	63.7	64.4	46.3	67.1	62.6
White/Caucasian	57.1	66.7	67.4	47.8	65	65.7
Special Education	27.8	26.6	30	20	29.3	26.3
English Learners Current + Former	33.1	42.2	41.4	13.1	38.9	38.4
English Learners Current	23.8	29.3		11.1	22.8	
Economically Disadvantaged	35.5	45.3	46.8	28.1	40.4	44

Middle School

**Math Proficient**

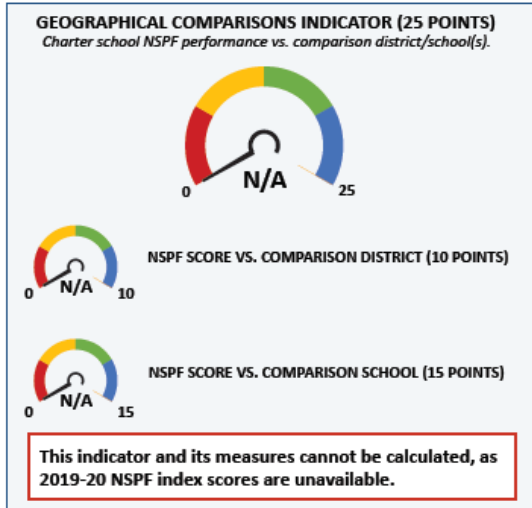
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	42.6	36.5	30.4	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	66.5	66.2	58.6	53.3	64.1	56.4
Black/African American	21.6	24.1	23.5	15.4	17.7	19.5
Hispanic/Latino	41.7	31.8	29.3	22.5	26.1	25.5
Pacific Islander	45.3	44.8	36.9	50	34.9	33.6
Two or More Races	43.3	47.2	40.6	38.8	41.5	37.5
White/Caucasian	59	51.2	47.1	46.9	44.4	44.4
Special Education	7.7	12	18.6	14.7	11.5	14.3
English Learners Current + Former	36.8	26.8	20.2	17.6	22.2	16
English Learners Current	29	12.5		18.3	8.5	
Economically Disadvantaged	26.8	29	29.2	24.2	21.7	25.5

**ELA Proficient**

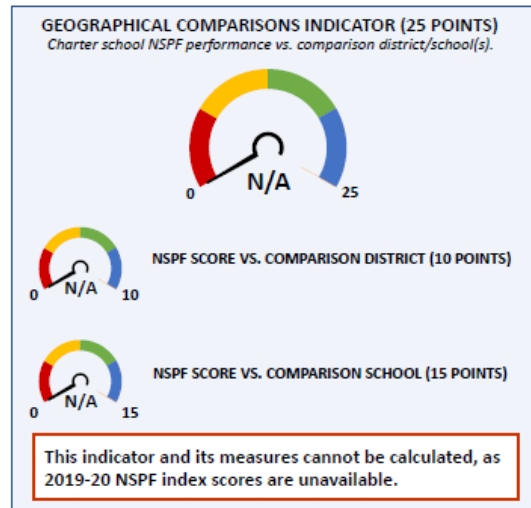
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	59.6	54.1	43.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	83.2	78.4	75.9	73.3	77.3	74.6
Black/African American	31.1	40.1	37.8	32.1	38.4	34.5
Hispanic/Latino	48.2	50.2	45.1	33.7	46.3	42.2
Pacific Islander	63.6	61.1	53.2	60	53.2	50.7
Two or More Races	60.7	66.7	61.3	47.2	61	59.2
White/Caucasian	63.6	67.7	66.3	60.2	63.5	64.6
Special Education	10.5	19.8	21.9	17.6	20.7	17.8
English Learners Current + Former	44.2	42.7	24.3	19.6	34.8	20.3
English Learners Current	25.8	22		20.4	15.8	
Economically Disadvantaged	37.2	46.3	44.4	34.3	41.5	41.4

## SPCSA Academic Performance Framework Geographic Comparison Report

### Elementary School

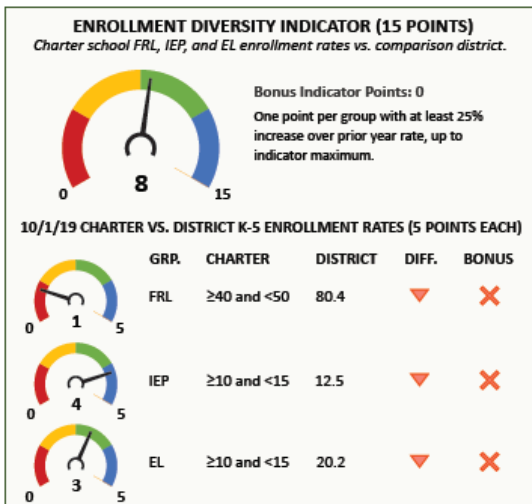


### Middle School

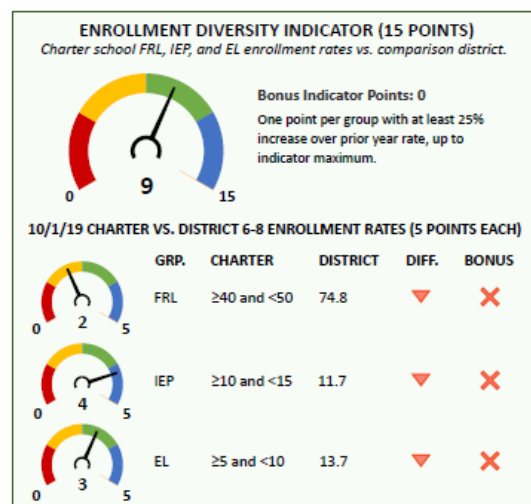


## SPCSA Academic Performance Framework Diversity Comparison Results

### Elementary School



### Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	10	30 minutes
Students	10	30 minutes
School Leadership	5	30 minutes
Staff	8	45 minutes

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

- 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.

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<sup>1</sup> Two members of the 7-member board participated. Quorum was not met, and Open Meeting Law was not violated.

## **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 shared that they have many reasons for choosing Somerset, including differentiated learning strategies, a challenging curriculum, and small class sizes. One parent commented, "Over time, it seems like the North Las Vegas school has overcome and been able to adapt continuously make the instruction at a higher learning level." Some families were told about the school through their relatives. Others shared that they appreciate the tutoring when students struggle. Focus group members expressed that they especially appreciate the family setting of the school and the fact that staff know their children by name. Parents commented that the family newsletter is very helpful, and it is sent on a weekly basis. Family members said they feel like the teachers know their children, even since the transition to distance learning. One parent shared that a teacher went out of her way to make sure students felt comfortable and know that the teacher cares about them. Family members said that teachers have good classroom management skills and expect students to sit up straight, not slouch, and wear the uniform. A parent of a lower elementary student said that one of the teachers deserves special recognition because she responds to questions, the discipline is unbelievable and positive, students raise their hands to speak, go to the restroom, and are all on mute. According to this parent, the students respect this teacher and the teacher has an entire routine to keep the first graders engaged and learning.

### **Parents/Families:**

- Family members shared that academic progress is an important issue at the school. One parent explained that her young first grader was having some reading difficulties, but now he attends tutoring and the reading is improving. Another parent loves the Infinite Campus portal, receives timely information, and the group greatly appreciates the communication with the teachers and school. One person remarked, "It helps so much as a parent to make sure my children are on track. The parent portal is like gold to me, especially with four kids. I have multiple teachers, multiple assignments, and the communication is outstanding!" Parents said that the academic interventions have been helpful, and that they like having access to Google Classrooms and the ability to see what students are doing.
- Focus group participants shared that they like attending several school events including the dances such as the mother son dance. The fall festival and the book fair are other favorite events that parents shared. Parents also said they feel so involved and this makes school more exciting. Another parent likes the Buffalo Wild Wings and Panda Express nights as well as the musical performances. Another family said that the sports, like soccer, and the clubs are fun and meaningful. One parent appreciated the in-class events where the teacher invites parents to come see a presentation. One parent commented, "I like to volunteer and I want to do it again once I am able."
- The families in the group had several requests, compliments, and suggestions for the school. One person asked that the school keep the 7 habits and the Parent University, explaining that she grew up in Mexico and the Parent University classes have helped her to help her child. She was taught about ways to help her child at home to become a better reader. Family members shared that attendance at the Parent University is good with about ten parents in the classes. A parent suggested that the school add a Gifted and Talented (GATE) program to the school. Another parent suggested the school add a theatre program for students. Other suggestions offered by parents include a request to keep the Lego Club and to expand the North Las Vegas campus to include a high school.

### **Students:**

- Students shared that there are some positives to online learning. They explained that, for one thing, it is safer and there is no worry about forgetting to bring an assignment back to school. Students commented that they are more organized at home. But students also said there are definite down sides to distance learning. For example, students do not have the added impact of learning from and with other students as much. Students said they miss out on team projects and social learning. Students said that they monitor their academic progress through Infinite Campus, i-Ready, and by talking to their teachers. In terms of using i-Ready, students said they would do a lesson, the system tells a student the percent they got correct and if they wanted to, they could use the tutorial to learn and try again.
- Regarding feelings of respect, students said that at times other students like it when students respond to one another in break out rooms but, at other times, some students do not. Students added that typically they do not talk over one another in the virtual setting. Students said the teachers are supportive and the students feel comfortable asking questions. The students expressed appreciation knowing that teachers will help them to improve or understand a concept if need be. With regard to classroom discussions, students said that when it comes to middle school, the teachers give plenty of opportunity to discuss but at times students don't speak up. Students added that this could be because it is virtual and hard to speak up when you do not know the other students.

### **Students:**

- Students shared that they are challenged but there is not always enough help during distance learning. One student shared that taking Algebra in a virtual setting is challenging, and it is difficult to get the necessary help right then and there. Students explained that with Algebra, students are taught whole group and can attend office hours, but there could be other students attending office hours who are not in Algebra. When it comes to teacher expectations, students said the CHAMPS is always on the board or screen.
- Students said that they really like how most teachers explain the content. Students said they prefer a small class size and enjoy the science and math classes where they have the opportunity to get one-on-one interactions with each other. Students also commented that they love extra-curricular clubs. Students shared that the Somerset Learning Broadcast (SNLV TV) makes it fun to go to school. Middle schoolers commented that they like the business and marketing classes and it is encouraging to think about their future. One student commented, “I like robotics and you can do stuff online and if you have an assignment you can work at your own pace.” Another student shared that school staff provides students the chance to be leaders by participating in the SNLV TV and Student Council. Students suggested that it would be good to provide the elementary students a chance to be leaders as well. One student commented, “It would be good to get the voices out there to recognize other ideas. There are some voices that are large and some are small but those small voices have big ideas for the school.”

### **Leadership:**

- School leaders shared that they work to engage students and diversify learning by taking brain breaks, and by implementing several types of online learning platforms. One leader remarked that, even during the pandemic, the counseling team hosts lunches, lunch bunch, and the entire staff continues to operate within a “house system.” The House system is a common method of dividing students into houses, somewhat like the book series, Harry Potter. Throughout the school year, students earn points for their houses for good behavior, special accomplishments and more. Since each house includes students from every grade level it fosters a sense of community throughout the school. According to leaders at the school, the staff has hosted a Literacy Night, Multi-Cultural Night, and the families value these events. The leaders explained that they are working on being more proactive with standards-based instruction, using priority standards, and talking about alignment within Professional Learning Communities and at grade level meetings. In addition, the i-Ready component within the curriculum and diagnostic testing assists with alignment to the standards because i-Ready provides a way to measure mastery per student and tracks progress as well according to the leadership team.
- School leaders said that when they observe classes, they use a coaching cycle. In this cycle observers look for strong instruction, check lesson plans, and look for how the plans are standards based. School leaders provide positive feedback and tips for instruction throughout the school year. Teachers plan the instruction to be aligned to the standards, but leaders indicated that they are focused on what teachers want to see and listen to how the students are doing. Each administrator and coach walks through 20 classes per week and this process ongoing.

### **Leadership:**

- When it comes to using data to drive instruction, MAP is used in grades K-5. i-Ready is a big part of the assessment according to school leaders. School leaders stated that at least three diagnostics are measured on the i-Ready system that takes place every school year and a growth monitoring plan is put into place. The instructional staff forms small groups and monitors the growth of each individual student. In terms of the professional development offered at the school, the school leaders shared that they want to make it matter. Leaders explained that they give choices such as choice boards, Kagen strategies like Think Pair-Share, and Vocabulary. In this way, teachers have several choices in what they feel they should attend with regard to new learning. One leader explained that a highlight from the professional development this year is observing teachers using lessons, planning together, and having teachers get to observe in one another's classrooms.
- School leaders said that there were about twenty teacher openings on campus prior to the start of the 20-21 school year, but for the upcoming 21-22 school year there are only about four. One of the activities that leaders feel is helpful is starting with the 'why'. During the interview process, leaders shared that it is important to find out about why a potential candidate would want to teach at this school. The house system, now in place for two years, creates leaders within the school. In terms of a positive school culture, the house system not only offers leadership opportunities, but there are rallies and group activities as well as the house swag. Leaders went on to say that staff tend to enjoy this type of atmosphere as do students.

### **Staff:**

- Staff shared that with regard to online learning they have adapted teaching in many ways. One teacher said she is using Google docs, Zoom, and break out rooms. Others shared that they have their students engage in conversations and talk amongst themselves by using Peardeck and Kahoot (two different on-line software tools) to help guide online teaching and student discussions. Teachers commented that there is such a big difference from in person classrooms, where students enter the room wanting to talk, and online where students don't necessarily want to speak up and have conversations. One teacher that is brand new to the profession shared that she has realized that she obviously can't set up centers, but her young students can have access to things at home in place of centers. Another teacher which has been at the school for two years and shared that she has made several adaptations this year, stated that she does her best to create a high level of synergy by having some music going on as well as movement to assist with student engagement.
- Staff said that school leaders provide staff surveys to understand how the school is progressing and how they are doing in their jobs. Staff indicated that school leaders have personally asked the teachers if there is anything else they can do to support them. One teacher explained that this year the leaders offered to cover classes and have supported all staff by keeping everyone informed about changes. Staff shared that there is a staff newsletter published weekly which helps all employees know how to be prepared ahead of time. The staff explained that improvement in levels of achievement is a bit of a competition at the school, but in a friendly way. For example, one teacher's class goal this month is to pass several sections within the i-Ready system to earn a prize. Teachers said that for struggling students, the i-Ready system is easy to read and analyze the student data, which helps teachers to quickly create small groups and an instructional plan.



**Staff:**

- When asked about high-quality instruction, one teacher said that her curriculum is mapped out and includes the standards and objectives and, by using Google slides, the objective/essential question is communicated to students. She said that her challenge is making sure that students understand the main concept, adding that it is important for students to know what they are supposed to do and what they are learning. When the teaching staff was asked about student discussion and having students create questions, the staff commented that they have been having an “expert group” of students conduct research and have the expert group present information to the remainder of the class. Then the students ask each other questions and are required to listen to one another. One teacher commented, “I have discussion prompts and use DOK (Depth of Knowledge) questions to encourage discussions. I used a technique called, “ Fish Bowl” so the students can see a model of how the discussion would be conducted. It doesn’t come naturally to students and they don’t want to feel like they are on display.”
- Teachers said that it has been helpful to have their school instructional coaches post a coaches corner with opportunities for learning about ways to improve instruction. Staff explained that the school offers a bonus for teachers if they return year after year. In addition, staff explained that the administrative team has been more positive and many of the staff want to come back. The school does try to grow their own teachers as well according to focus group participants. One member of the group started as a Boys and Girls club employee, then became a school aide, and is now a first-year teacher. The staff explained the school has an action team and will be conducting a career week for the middle school students.

# CLASSROOM OBSERVATION TOTALS

A total of 19 classrooms were observed for approximately 20 minutes each on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 6</b>	<b>Total: 10</b>	<b>Total:</b>	<b>Total: 1</b>	<b>Total: 2</b>
	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.
	<b>Total: 1</b>	<b>Total: 15</b>	<b>Total:</b>	<b>Total: 1</b>	<b>Total: 2</b>
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>  <b>Managing Student Behavior</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 16</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 5</b>	<b>Total: 10</b>	<b>Total:</b>	<b>Total: 1</b>	<b>Total: 3</b>

## 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: 2	Total: 13	Total:	Total: 2	Total: 2
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.
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: 2	Total: 13	Total:	Total: 2	Total: 2
	Total:	Total: 13	Total: 1	Total: 2	Total: 3

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 14</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 3</b>
	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.
	<b>Total: 3</b>	<b>Total: 12</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 1</b>
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 15</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 2</b>
	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.
	<b>Total:</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total: 3</b>	<b>Total: 2</b>

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: 4

**Evidence of questioning and discussion techniques: Area #6**

- Questions are planned ahead of time and tied to learning target(s): 3
- Teacher questions are open ended: 3
- Teacher allows time for students to answer – 3 seconds or more: 5
- 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: 2
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 2
- The lesson is rigorous and includes cognitively complex tasks: 4
- Students engage in several types of activities during the lesson including:
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups: (#)
- Student-led classroom: (#)
- Technology is integrated into learning/outcomes: 5
- Project-based learning: (#)

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: 2
- Students receive frequent and meaningful feedback regarding their work: 3
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 2

**Other:**

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# 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	The school's curriculum is found on a curriculum map, broken down by semester and in alignment with the NVACS. This is applicable to ELA and Math.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Somerset complies with attendance, graduation rates, student assessments and data as well as fiscal management as stated in their charter application.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Each child receiving special education services has an individualized plan that addresses their unique needs. New families with students with special needs receive a "Welcome Meeting" to ensure a smooth transition to the campus. Students are offered i-Ready assessment, ULS (Unique Learning System (a standards-based program designed for special needs students) to better access the general education curriculum, embedded Power Hour, and After School Tutoring. The Special Education Policy and Procedure Manual is available in full in an online format.

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	With the use of Expeditionary Learning, Brain POP EL and focused intervention groupings 3 times per week, Second Language Learners are provided opportunities for growth. The school has the English Language Learner program procedures and Protocols Handbook that is reviewed on a regular basis and is available in an online format for easy access by all.
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Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Student achievement drives decision making at all levels of Somerset Academy. The school has implemented the <i>Leader in Me</i> program which focuses on growing students that are engaged and accountable for their learning.
3b	The school holds management accountable.	School Presentation	All Somerset staff and teachers are evaluated annually by a school administrator. Teacher evaluations are completed using the Danielson Framework. Assistant Principals are evaluated by the Principal. Principals are evaluated by the Somerset Board of Directors.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	The school has implemented several culturally responsive practices including restorative justice, <i>Leader In Me</i> , CHAMPS, a house system, multicultural week, Home visits, teacher mentor program, MTSS Team, a therapeutic based playroom, parent University, SEL in the classroom and a focus on self-care for staff.

5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	School safety procedures are reviewed with staff at the beginning of each school year. A crisis plan team meets and practices safety procedures as needed per the guidelines in the Emergency Operations Plan of the school. SafeVoice is used and monitored at the school. Signs of Suicide Training is offered to middle school classroom teachers and lessons are given. A climate and culture survey is conducted each year. An MTSS team, in conjunction with SPCSA and the University of Reno, has been implemented.
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# 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 Evidence are found within the body of the report and summarized here.

1. There is a positive culture that exists throughout the school. SPCSA staff identified evidence of enthusiasm within the classrooms observed, several examples of teachers using student's first names, and saying "please" and "thank-you" when speaking to students. The staff worked cooperatively to combine efforts in response to distance learning. For example, there was a combined effort among instructional staff to see students on the camera in online learning formats. During the staff focus group, staff explained that they shared a variety of ways to engage students, among themselves, in order to offer the best possible learning experience to students this school year despite the on-going pandemic.
2. A strong leadership team exists at the school as evidenced by families, students, and staff speaking about strong communication, flexibility, putting students first, and developing supportive relationships with stakeholders. The school implements the following to provide these relationships and to secure expectations at the school: CHAMPS, Parent University, school events, school clubs such as Legos and Robotics, Power Hour, and a variety of small group learning options.
3. The professional development and career pathways at the school show that leaders and staff work together to develop teachers from within. The professional learning offered internally is reflected in the classroom instruction at the school and includes Kagan Strategies and use of higher level depth of knowledge questions. The experienced teachers are often called upon to share their expertise in the form of training, mentoring, or sharing ideas on improving 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.

1. Somerset – North Las Vegas, like schools across the country, has been called upon to persevere during the COVID-19 pandemic since March of 2020. The entire school community including staff, school leaders, teachers, specialists, families, and students have watched as education as it was once known has changed. The staff at Somerset North Las Vegas campus has been called upon to revise and change physical distancing, clarified that the school uses strategies to clean and maintain healthy facilities, and included the members of the school community to best mitigate transmission levels and communicate clearly with regard to unforeseen changes. Most recently the school has made several decisions and provided prevention strategies to safely open for in-person instruction. This has presented several challenges including the ability to be flexible, respond calmly to unexpected changes and continue to put students first while communicating the status and changes to all stakeholders during this time. Although this is a challenge, the school has worked diligently to overcome these obstacles and to continue with the on-going business of educating all students.
2. Chronic Absenteeism rates are above average at this school. Student attendance rates continue to be a struggle and it is important to note that leaders are working to improve attendance rates. They have collaborated with other leaders at Somerset schools and continue to work to increase the rates of student daily attendance.
3. Teacher turnover has been well above average at this campus as noted in the site evaluation data collection form. Records indicate that there were 58 teachers on the roster at the end of the 2019-2020 school year, and just 38 teachers returned to the school for the 2020-2021 school year. When teachers leave, especially midyear, the continuity of a child's learning experience is disrupted. The current school leaders are working to improve school working conditions and help guide all staff to positive career paths where a positive working environment exists.
4. This campus is operating under a Notice of Breach. The Somerset-North Las Vegas Campus was observed to have several instances of classroom interactions within the proficient to distinguished categories as noted on the rubric section of the report, pages 13-15. The data show that the instances of proficient to distinguished interactions are higher than those in the basic and unsatisfactory areas. The rubric shows that the instances (related to the classroom environment and classroom instruction) marked Distinguished are 21, and 145 instances of Proficient. The variability of the classroom experiences as recorded on the day of the evaluation was concerning. There were, conversely, 9 instances of Basic and 12 instances of Unsatisfactory noted within the same two areas. However, because there were several variations in the teacher performance, as noted in the observational rubric, a challenge at this campus is to work toward a much lower level of variation and increase levels of Distinguished and Proficient while decreasing other lower ratings as noted. In the recommendation section this is addressed. Some of the largest factors related to student achievement according to Hattie, 2020, are collective teacher efficacy (1.57), teacher credibility (0.90), classroom discussion (0.82), and teacher clarity (0.75).

## 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. Because this school is under a Notice of Breach, it is recommended that the school leaders and staff take strong action to improve academic achievement. One researched based way of doing this is by supporting teachers in becoming more skilled and nuanced with their selection and implementation of effective approaches in the classroom. To ensure that learning occurs on a more consistent basis, consider a school-wide look at each element in the formative assessment process. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019).

Elements:

- Shared Learning Targets and Criteria for Success
- Feedback that feeds forward
- Student goal setting
- Strategic teacher questioning
- Student engagement in asking effective questions

Teacher quality has a greater influence on student achievement than any other factor in education. No other factor even comes close (Darling-Hammond, 1999; Hanushek, Kain, O'Brien, & Rivkin, 2005; Thompson and William, 2007). By engaging in the formative assessment process, which is not the same as conducting formative assessments in the classroom, teachers learn about effective teaching by studying the effectiveness of their own instructional decisions. The authors Connie M. Moss and Susan M. Brookhart provide a guide for school leaders and teachers to use to begin the conversation about formative assessment as a process. *Advancing Formative Assessment in Every Classroom: A guide for Instructional Leaders, 2<sup>nd</sup> Ed.* is one resource available for this purpose. The emphasis is on the way that the formative assessment process enables students to use the workings of their own thoughts to become intentional skilled learners.

Recommended improvements under the umbrella of the formative assessment process:

- More clear and understandable learning targets and more buy-in from students with attainment of the learning target.
  - Providing feedback to students about their work and learning that is used by the student to leverage their own learning.
  - Students becoming more aware and in tune with what they know about a topic and what they want to learn in order to both engage students and become more motivated and active participants in their own learning.
  - Higher levels of student voice, discussion, and participation in the classrooms.
  - Increased numbers of students with self-efficacy.
2. Continue to focus school efforts to improve overall chronic absenteeism at the school. Chronic absenteeism is defined as students missing 10 percent or more of school days. Those students who are absent are more likely to lack reading skills, have lower test scores, and receive exclusionary school discipline. They are in higher jeopardy of not graduating. This school, according to the most recent data, has the following numbers:

Somerset NLV Elementary School = 15.8%  
Somerset NLV Middle School = 16.1%

SPCSA Portfolio = 8%  
SPCSA Portfolio = 7.9%

It has been noted that school leaders have spoken to other charters with similar demographics to determine a path to improvement. The school leaders have explained that they identify students who are chronically absent and sometimes conditions that lead to absenteeism have more to do with family circumstances than student motivation. Although this is important context and getting a student to return to the school and get back on track with school attendance critical, available research outlines the importance of fostering a positive school climate so that students want to stay in school once they return. Somerset – North Las Vegas should work to ensure that students feel as if the school is their welcoming safe environment or second home.

Somerset – North Las Vegas should consider working specifically to improve the consistency of teaching, learning as well as engagement within the school, increase levels of high quality classroom environment, and decrease the number of negative comments, and threats in classrooms. The Social-Emotional Learning Alliance for New Jersey has worked to identify and develop some of the key elements of a positive school climate (Inspiring, Supportive, Safe and Healthy, Respectful and Engaging).

<https://www.edutopia.org/article/two-step-process-reducing-chronic-absenteeism>

3. Consider making changes to current math structural and teaching practices with regard to Algebra. Algebra is an important step in student success to progress to higher levels of math. By using effective, self-assessment practices students may be offered the option of engaging in reflective metacognitive strategies and determine whether they would benefit from small group support in Algebra. Rather than making this a mandatory expectation, consider offering students the opportunity to engage in an Algebra Challenge where students meet to tackle a challenge which, in turn, leads them to ask questions and try out problems with each other. In this case, students could be given an increased opportunity to both practice and verbalize the language of Algebra.

During the student focus group at this campus, students suggested that students taking Algebra be offered an Algebra small group tutoring class. Students explained that they could attend the “office hours” provided by their Algebra teacher, however this time is set aside, not for Algebra students, but for any math pupil the teacher may have.

Structural considerations: Consider ways to support students by helping them catch up. This includes differentiated supports and carefully thought-out interventions and reworking school schedules to create more time for math.

Teaching practices: It’s important for teaching to use strategies that lend themselves to formative assessment to see how well students are doing as they go, posing purposeful questions and eliciting students’ thinking and discussion of the topic.

4. Prioritize improving student diversity 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 special education and English Language Learners. The validation day numbers indicate that the school serves 7.9% English Language Learners this school year, which is a decrease from the previous year of 9.2% and well below the averages for Clark County School District. In addition, the students with an Individual Education Plan (IEP) went up this school year 20-21 to 11.4% from 11.1% in the previous school year. This is a step in the right direction, but still below district and agency averages.

5. As the school leaders and staff continue to establish and maintain a school atmosphere of strong leadership, career pathways, and a positive culture as listed in the “strengths” section of this report, it is recommended that these strong foundational strengths be built upon by increasing levels of teacher collective efficacy. This in turn may lead to greater levels of teacher retention and at the same time, have a strong impact on improving student achievement. Continue to empower teacher teams to know they have the ability to make a difference at the school. Models for collective efficacy in schools have been tested and refined, with researchers finding that as successes and support strengthen teachers' confidence in their teams, student achievement increases.(Goddard, Hoy, & Woolfolk Hoy, 2004; Adams & Forsyth, 2006). John Hattie (2016) positioned collective efficacy at the top of the list of factors that influence student achievement. According to Hattie’s Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement.

Build conditions at the school to nurture and grow levels of collective teacher efficacy because teachers beliefs that they “collectively can make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004, p. 190) are more likely to take place in a consistent manner. According to a 2017 article, by Jenni Donahoo, school leaders may want to consider increasing the likelihood that teacher collective efficacy will increase by proving three enabling conditions. These are (1) Advanced Teacher Influence, (2) Goal Consensus, and (3) Responsiveness of Leadership. The article is attached here for further consideration.

<https://www.jennidonohoo.com/post/fostering-collective-teacher-efficacy-three-enabling-conditions>

6. It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academics. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensuring that the EMO functions as effectively as possible. SPCSA staff would be happy to work with the Somerset Board regarding this recommendation to ensure that the current evaluative method is enhanced.

## DEFICIENCIES

There were no deficiencies identified for the Somerset – North Las Vegas during this site evaluation.



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset - Sky Pointe Academy**  
Evaluation Date: 03/25/2021  
Report Date: 05/10/2021

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 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](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](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 March 25, 2021 at Somerset – Sky Pointe Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 – Sky Pointe is located in Las Vegas, Nevada in a facility at 7038 and 7058 Sky Pointe Drive. The school serves 2,146 students (as of the most recent Validation Day) in Kindergarten through 12th grade. The mission of Somerset – Sky Pointe 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 21st Century learners in a safe and enriching environment. ”

# ACADEMIC PERFORMANCE

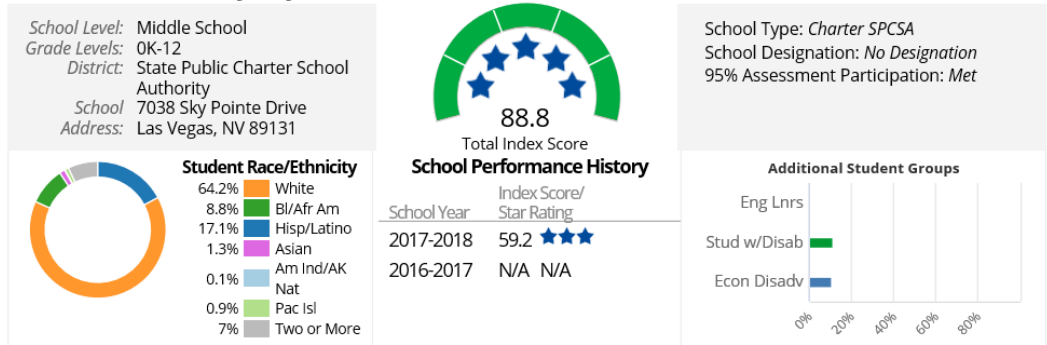
## Somerset - Sky Pointe Academy Nevada School Performance Framework 2019

Somerset - Sky Pointe Academy serves 2,146 students in grades Kindergarten through 12<sup>th</sup> grade

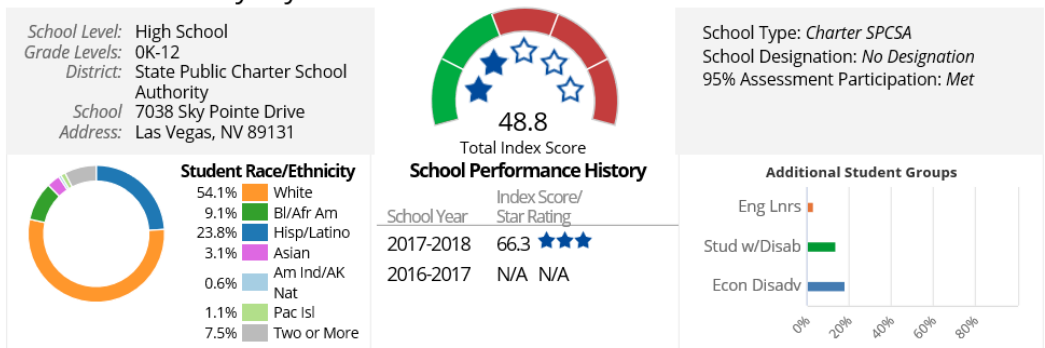
### Elementary School Somerset Academy Sky Pointe



### Middle School Somerset Academy Sky Pointe



### High School Somerset Academy Sky Pointe



Somerset - Sky Pointe Academy  
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	70	54.5	48.5	68.7	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	70	31.3	32.3	28.5	30.6	28.8
Hispanic/Latino	53.7	44.6	39.6	53.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	74	58.2	55.3	71.4	59	52.9
White/Caucasian	73	62.2	59.3	73.5	61.1	57.2
Special Education	39.5	27.3	28.6	54.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	40.8	39.7	39	-	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	72	60.1	57	65.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	80	40.8	42.6	38.4	40.5	39.6
Hispanic/Latino	56.8	51.1	48.2	46.7	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	70.9	63.7	64.4	64.2	67.1	62.6
White/Caucasian	75	66.7	67.4	70.4	65	65.7
Special Education	29.1	26.6	30	48.1	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	55.5	45.3	46.8	-	40.4	44

Middle School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.7	42.6	36.5	36.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	23.8	24.1	23.5	20.4	17.7	19.5
Hispanic/Latino	32.8	31.8	29.3	26.5	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	78.2	47.2	40.6	60	41.5	37.5
White/Caucasian	49.6	51.2	47.1	39.1	44.4	44.4
Special Education	8.5	12	18.6	3.6	11.5	14.3
English Learners Current + Former	16.6	26.8	20.2	18.1	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	31.5	29	29.2	-	21.7	25.5

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.2	59.6	54.1	58.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	50	40.1	37.8	45.4	38.4	34.5
Hispanic/Latino	54.8	50.2	45.1	49.3	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	78.2	66.7	61.3	70	61	59.2
White/Caucasian	73.4	67.7	66.3	62.2	63.5	64.6
Special Education	17.1	19.8	21.9	18.1	20.7	17.8
English Learners Current + Former	58.2	42.7	24.3	45.4	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	50.7	46.3	44.4	-	41.5	41.4

Somerset - Sky Pointe Academy  
Math and ELA Results  
Nevada School Performance Framework  
2019

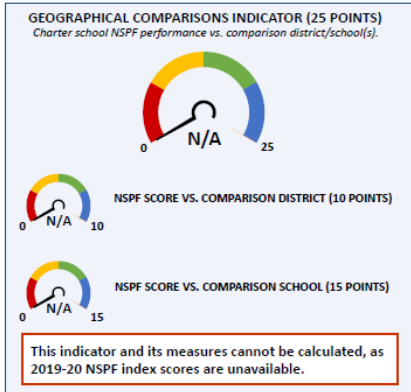
High School

<b>Math Proficient</b>				<b>Math Proficient Points Earned: 4.5/10</b>		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	27.6	25.8	32.83	20	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	0	6.2	14.12
Hispanic/Latino	9	18.5	22.93	16.1	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	29.1	32	44.25	25.3	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	11	14.5	24	-	13.3	20.01

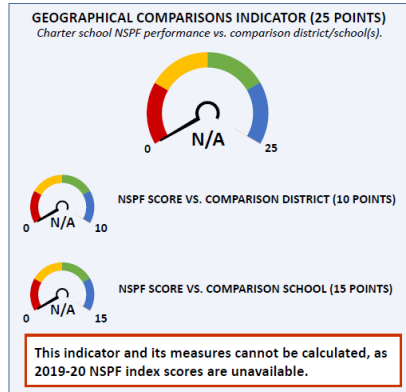
<b>ELA Proficient</b>				<b>ELA Proficient Points Earned: 10/10</b>		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.3	53.8	48.54	44.3	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	18.1	21.6	27.78
Hispanic/Latino	40.8	47.2	36.5	36.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	65.7	59.7	62.25	53.5	50	60.26
Special Education	18.1	18.8	15.71	5.8	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5	-	-	9.7	6.9
Economically Disadvantaged	44.3	41.8	37.66	-	31.2	34.37

# SPCSA Academic Performance Framework Geographic Comparison Report

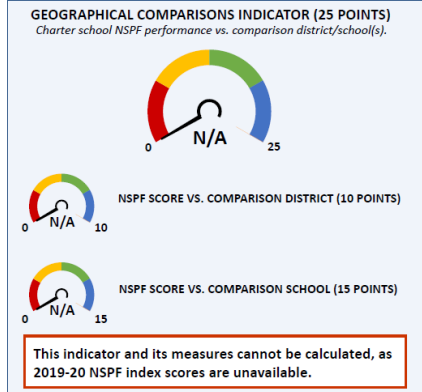
## Elementary School



## Middle School

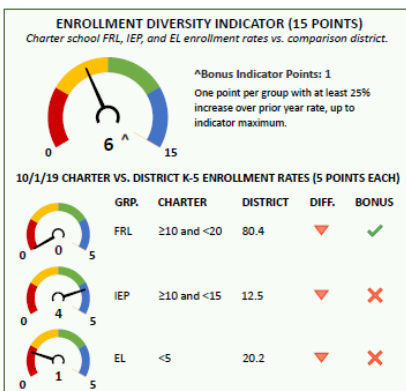


## High School

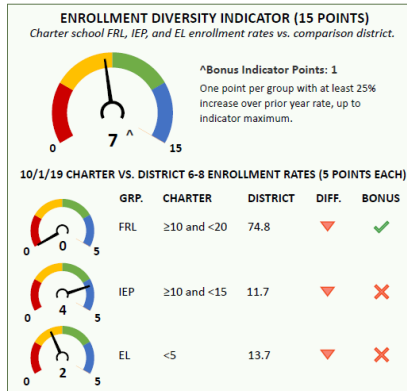


# SPCSA Academic Performance Framework Diversity Comparison Results

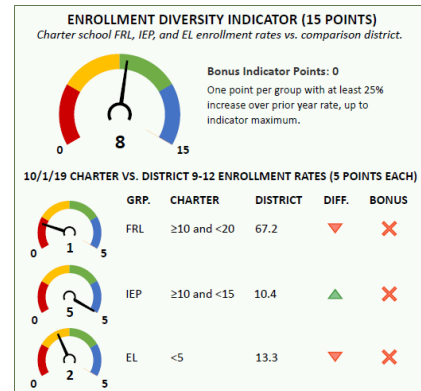
## Elementary School



## Middle School



## High School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	8	30 minutes
Students	13	30 minutes
School Leadership	8	30 minutes
Staff	12	30 minutes

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

- 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.

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

## FOCUS GROUP SUMMARY continued

### **Governing Board:**

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



## FOCUS GROUP SUMMARY continued

### Parents/Families:

- Family members shared that communication between the Sky Pointe campus and parents has been good. Family members shared that they receive e-mails, phone calls, and in the elementary grades, they receive messages via the class Dojo<sup>2</sup>. One family member said she appreciates the school-wide e-mail as well as the weekly parent newsletter. With regard to online education and each child's progress, one parent said the communication has been good and her student has done well. Another parent reported that the school has been very accommodating and has supported the students who struggle with virtual learning.
- When families were asked about how well teachers know their child, one parent said that his son just had some problems with understanding a concept and the parent contacted the teacher. According to this parent, the teacher jumped on Zoom right then and there and cleared up the learning difficulty. Another parent expressed that the school staff goes above and beyond to help their child achieve. When asked about behavior expectations, one parent said her first grader's teacher developed a visual reminder for behavior to provide him stickers when he is able to meet the behavior expectations. The parent said that this teacher has been very patient and understanding with the first grade students, especially in a virtual environment. According to parents, there is a teacher or a member of the administration at each door of the school when students enter or leave, behavior is well monitored.
- Parents were also asked about student learning. One parent said that her high schooler had a deficit, and it wasn't just checking his grades. According to the parent, his teacher had her son practice again and re-take the test which worked because the teacher could see her student didn't understand, and subsequently provided the parent extra tools to use to help her son to better understand and practice the skill in the future. Another parent said that she knows her child is learning because she has conversations about what her child learns each day. A third parent said she appreciates seeing the growth in learning that the MAP scores provide year after year.
- Although there is not as much school to home activity this year, families said the school staff does a good job with drive through trick or treating and other activities so as to try and make life a little more normal. Parents shared that the school had the 8<sup>th</sup> graders show the 6<sup>th</sup> graders around the school and although this year it was limited due to the COVID-19 pandemic, it was impactful for the 6<sup>th</sup> graders.
- Parents shared that one thing that is very important at Somerset – Sky Pointe is the Dual Credit program. Another parent said that the staff in general have been welcoming to her child, and her son talks about all the different staff that know him by name, which demonstrates that he feels like he belongs within the school community. One family member shared that when her family had a tragedy a year ago, the entire school rallied around the family and provided an amazing amount of support.

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<sup>2</sup> Class Dojo is a school communication platform that teaches, students, and families use to communicate what is being learned in the classroom through photos, videos, and messages.

## FOCUS GROUP SUMMARY continued

### Students:

- When asked what they liked about online learning, students shared that they liked being able to stay home and feel safe. But students also voiced some downsides, including that the internet can crash, teachers have had some Zoom bombing issues, and it can be difficult to follow along with the lesson in a virtual environment. Students expressed that they are really glad to be back at the school in-person, although students did comment that they still learned quite a bit during the distance learning portion of the school year. According to the members of the student focus group, teachers share expectations using CHAMPS schoolwide which is very helpful. This format communicates expectations such as the volume of the classroom, what student movement in the class should look like, and if the work is individual or group oriented. High school students stated that expectations are not reiterated as much because the students were already taught the CHAMPS principles in elementary and middle school.
- When students were asked about feeling respected in class, a high school student said he feels respected, noting that he has been at the school for several years and the bond between himself and the teachers is strong as a result of attending this campus for a long time. This student went on to say that even when teachers are not able to go to your desk, they still take time to explain concepts and make sure students are learning. Another student pointed out how difficult it must be for teachers because they have to wipe down the desks every single day. This was noticed by other students in the focus group, and they shared that these efforts make them feel safe despite the COVID-19 pandemic. One student shared that no matter what, the teacher will take the time to answer your questions or provide assistance, even if others have questions. Other students agreed that teachers at Somerset – Sky Pointe are committed to helping students and being respectful.
- As far as having the opportunity to participate in classroom discussions, a middle school student explained that even though they are spaced out 3 feet apart from other students while in class, students are given the opportunity to help each other. In one of the AP classes, a student said that all of the students are so involved in the learning that everyone participates. One student said that, during the COVID-19 pandemic, she got tutoring help with Geometry. Another student said that she really likes that one of her teachers let her talk with peers at the end of the class period and this student was able to express her feelings about the pandemic to her teachers.
- Students shared that they can use Infinite Campus to monitor their academic progress. Students went on to say that NWEA-MAP testing results are shared with students and from these results, students set goals. Students also stated that on Mondays, they have opportunities to check-in with teachers and ask questions. With regard to being challenged at school, students said that math can be challenging. One student said they she thinks that the Pre-Calculus class is very difficult, but the teacher provides tutoring. Another student said that at times he has had difficulty learning science online, but now he can talk directly to the teacher and this has really helped. Lastly, students explained that they don't want the curriculum or classes to be too easy because it would get boring.

## FOCUS GROUP SUMMARY continued

### Leadership:

- School leaders were eager to share that there is a school-wide emphasis on Literacy. Leaders explained that there are 11 teachers in grades K-3 involved in the Literacy Program at the school. Leaders said that the program emphasizes attention to diagnostic screeners as well as a phonics, and phonemic awareness screeners. From the perspective of the school leaders, they are highly impressed with the use of screeners and diagnostic testing and what they have seen applied to the classrooms appears highly effective. Leaders explained that when they observe classrooms, there is a display board which contains the objectives students will be learning and these come directly from the Nevada Academic Content Standards.
- Leaders commented that high school math data is broken into strands. School leaders went on to say that this approach has been very helpful because teachers realigned the way they were teaching that standard and then there was a significant improvement. At this school, school leaders stated that individual student data is reviewed regularly, and this guides teachers to know which student needs some extra support. Leaders also noted that the school provides scheduling so that students needing extra support can receive it on a weekly basis.
- Leaders were asked about student assessments and noted that NWEA-MAP testing occurred at home and the results showed that the measures were very valid and in line with what would have been expected. School leaders noted that in the Sky Pointe elementary grades, students came in and took the test. Once the results were available, teachers have utilized the data to create entire walls displaying this information so that they can analyze the results and plan to improve outcomes as needed. At the elementary level, teachers created a spreadsheet with every student and analyzed outcomes to see which individual students may need extra tutoring and support for reading and math. At the middle school level, school leaders noted that students are more involved in the process and look at their own data more routinely to evaluate their goals.
- Leaders said they have a data reports showing how students are progressing on the MAP as well as reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills, (DIBELS).<sup>3</sup> In middle and high school, school leaders said that students sit down and discuss their academic progress with teachers and parents using the very specific scores, explaining what they indicate. School leaders participating in the focus group expressed that they greatly value the student goal setting that takes place at the school.

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<sup>3</sup> DEBELS are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

## FOCUS GROUP SUMMARY continued

### Staff:

- The instructional staff shared that they made several changes to teach more effectively in an online environment. For example, teachers shared that the classroom management and Depth of Knowledge (DOK) questions they had previously relied upon had to change to keep students engaged. Teachers explained that the time that students spend online had to be reduced, forcing teachers to find ways to keep the students attention while still managing to teach the objective(s) for the day. Teachers noted that they had to be flexible and learn to use several types of programs such as Google Classroom. Some members of the teaching staff said that they belong to a leadership committee at the school, which has a primary purpose of maintaining an open line of communication between teachers and the administration. Teachers explained that the administration listens to individual feedback from teachers and are open to changes based on what is happening in the classroom.
- Using data to drive instruction is important at the campus according to participants of the staff focus group. One teacher explained that he uses progress monitoring to record and measure how well students are doing toward meeting their IEP goals. The staff discovered that the students with an IEP were previously not making the expected progress and the school responded to this by changing to a different program. According to the Sky Pointe staff, this change has resulted in improved achievement in reading for several students with an IEP. Another teacher shared that data drives so much of what the school does, explaining that the staff is already talking about looking at the beginning of the year data in fall of 2021 so as to prepare to respond to possibly larger than normal gaps in student achievement. One idea, he explained, is to design and implement a walk to Response to Intervention (intervention-RTI) program and schedule. Another teacher explained that teachers at the school look at the NWEA-MAP data to see how the students are growing. Then, as a grade level or departmental team, teachers compare the growth data with each other to determine who has been very successful with teaching a particular standard or concept. At this point, staff members said that teachers talk amongst themselves to share strategies and methods to enhance student learning for the other grade level teachers.
- There were several members of the focus group who have been teaching at the school for many years. These individuals explained that they choose to remain at the Sky Pointe campus because they are satisfied with the working conditions, have trust in the school leaders, and feel free to expand their teaching skills to best meet the needs of a particular group of students. One person shared that the school leaders provide more support to new teachers and those new to the campus. She went on to explain that once a teacher is on-track and is following the scope and sequence as well as possesses strong behavior management, the leaders stay back and allow each teacher to do their best teaching.
- Staff talked about how they challenge and provide support for all learners including students with special needs, English Language learners, and those needing instruction at different levels. One teacher put it this way, "There is push-in instruction to provide students support in the classroom, provide accommodation, and track progress toward the completion of IEP goals." Another staff member commented, "Differentiation in instruction is key to meeting the needs of each student." Another focus group member added that the school's Learning Strategists and Literacy Specialists work collaboratively to support all students and teachers at the Sky Pointe campus.

# CLASSROOM OBSERVATION TOTALS

A total of 16 classrooms were observed for approximately 25-minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b> Creating an Environment of Respect and Rapport  Establishing a Culture for Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 3</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 2</b>	<b>Total: 12</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 2</b>
<b>Areas 3 &amp; 4</b> Managing Classroom Procedures  Managing Student Behavior	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## 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.
	<b>Total: 5</b>	<b>Total: 10</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
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.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 8</b>
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.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 2</b>	<b>Total: 1</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 4</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
	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.
<b>Total: 5</b>	<b>Total: 10</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 1</b>	
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 12</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 2</b>
	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 observe 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.
<b>Total: 3</b>	<b>Total: 10</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total: 2</b>	

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: 3

**Evidence of questioning and discussion techniques: Area #6**

- Questions are planned ahead of time and tied to learning target(s): 1
- Teacher questions are open ended: 3
- Teacher allows time for students to answer – 3 seconds or more:
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize:
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 4
- Students are using reasoning and critical thinking: 4
- The lesson is rigorous and includes cognitively complex tasks: 4
- Students engage in several types of activities during the lesson including:
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups:
- Student-led classroom:
- Technology is integrated into learning/outcomes: 10
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 4
- Students incorporate the feedback by revising their work: 3
- Students receive frequent and meaningful feedback regarding their work: 3
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 3





# ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Student achievement drives decision making at all levels of Somerset Academy. Through the implementation of programs such as <i>Leader in Me</i> , Somerset focuses on growing students who are engaged and accountable for their learning. Somerset maintains close communication with the SPCSA to ensure alignment with the Frameworks put in place to create accountability for Charter Schools.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	All curriculum is aligned to the Nevada Academic Content Standards.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Each child receiving special education services or with a 504 has an individualized plan that addresses each child's unique needs. Students receive additional supports in their general education classroom as needed.

			This campus is part of the Nevada Student Leadership Transition Summit which provides instruction and services to help students understand their disability and prepare them for life after high school.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	With the use of Expeditionary Learning, BrainPOP EL and focused intervention groupings three times a week the staff at this campus are able to support our Second language learners and provide opportunities for growth.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The following are all examples of how Somerset complies with governance requirements, attendance, graduation rates, student assessments and data, as well as fiscal management. • The Somerset Board of Directors conducts meetings no less than once every other month and as often as needed to execute its role.
3b	The school holds management accountable.	School Presentation	All Somerset staff and teachers are evaluated annually by a school administrator. Teacher evaluations are completed using the Danielson Framework. Assistant principals are evaluated by the Principal. Principals are evaluated by the Somerset Board of Directors. As Somerset's EMO, Academics is evaluated by an annual survey of stakeholders from each campus and the Somerset Board of Directors.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	The Sky Pointe campus has several culturally responsive practices in place. Restorative justice, Parent Pointe, Sky Pointe media, Student Leadership Teams, MTSS Team, Leader in Me, Home Visits, Parent University, Annual Service Hours for HS. Students, CHAMPS, Kagan, SEL in

			the classroom, Teacher Mentor Program, Staff Pointes, Focus on Self-Care are some of the programs.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Nurses, COVID, guidance lessons regarding proper mask wearing, COVID symptom reporting, and social distancing. School Safety Procedures -Reviewed with staff at beginning of year with signature of understanding. Crisis Plan team meets and practices safety procedures as needed, as per guidelines set forth in Emergency Operations Plan. Safe Voice - encourage reporting o Signs of Suicide Training offered to Teachers; Middle School Classroom lessons are given. Climate and Culture Survey performed each year to get students, family, and staff feedback. MTSS team in conjunction with SPCSA and the University of Reno.

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

1. The elementary and middle school levels at Sky Pointe have been rated 5-star schools, according to the Nevada School Performance ratings, from the 2018-2019 school year. The Elementary level is one of the top rated schools in the state of Nevada with a 98.8 index score out of a possible 100. This is an outstanding achievement.
2. The school leaders and teachers provide strong Tier 1 instruction with a Tier 2 intervention program that has been designed with strong levels of data analysis.
  - Trainings take place throughout the year for teachers to understand and use the curriculum that is aligned with the Nevada Academic Content Standards (NVACS).
  - Professional Learning Communities are designed and meetings held to unwrap standards and ensure teachers have an in depth understanding of these standards.
  - Assessments are aligned with the NVACS.
  - Boost classes and intervention time during Advisory are provided to help those students who are not responding well to instruction and challenge those who are excelling at the Middle and High school levels.
  - MAP/i-Ready are given fall, winter, and spring.
  - Grade level/Department meetings are held to review data and identify student success and students not responding well to instructional practices.
  - Intervention groups are created and adjusted throughout the year.
3. A College/Trade Preparatory and Dual Credit Program for Juniors and Seniors has been implemented. The program has been created through a partnership with CSN. The completion of college-level coursework in high school and opportunity to earn college credit is a well-documented benefit for many high school students. The arrangement may decrease the amount of time spent in a postsecondary degree program. For many high school students, the dual credit program and trade preparatory options are highly motivating to students and assist them in gaining early exposure to college expectations.

## 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. A challenge at the school, as reported by the school leadership, is having limited space for the school in terms of the campus and facilities. Leaders reported that the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide the expansion of such programs.
2. The school leaders reported that there is limited funding for items which will improve the overall effectiveness of the school. These include enhancing technology, hiring quality veteran teachers, and providing stronger levels of ELL Services.
3. The COVID-19 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.

## 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. Continue to focus on increasing the number of students qualifying for Free and Reduced Price Lunch (FRL) and the English Language Learner categories at the Elementary, Middle, and High School levels so as to be more representative of the community the school serves. The English Language Learners are at (2.1%) and FRL at (18.9%), far below the averages for both the SPCSA portfolio and that of CCSD. School leadership and the Somerset network should prioritize closing these demographic gaps, and SPCSA staff would be happy to assist the school as the Somerset community strategizes ways to make the Sky Pointe campus more representative of the community it serves.
2. 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
3. Consider increasing the number of classroom discussions taking place at the school so as to promote peer-to-peer dialogue in classrooms. Observational totals indicate that although there were 8 of 16 instances of teachers formulating and asking questions, there were no observations of students formulating and asking high level questions. There are multiple advantages of classroom discussions. These include increased levels of student engagement, a way to provide teachers feedback about what students are understanding and where they struggle, and students may come to class more fully prepared. Other advantages to students asking high level questions and participating in classroom discussion include an opportunity for students to develop and refine their speaking skills and more attentive students during discussions. 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.
4. To better meet the needs of the English Language Learners at the school, consider offering instructional staff members the opportunity to engage in an ELD standards Framework as provided by the Nevada Department of Education. This professional learning series is free and offered in an on demand format with 6 webinars. Topics include ELD Standards Framework, Intro to Nevada ELD Framework, NEPF and ELD Standards Framework Connection, General ELD Practices in Lesson Planning across the Content Areas, ELD Standards Framework-Secondary Math, ELD Standards Framework-Elementary Math. The training series is found on the Nevada Department of Education website and the link is provided here for your convenience.

[https://doe.nv.gov/English\\_Language\\_Learners\(ELL\)/On\\_Demand\\_PL/](https://doe.nv.gov/English_Language_Learners(ELL)/On_Demand_PL/)

## DEFICIENCIES

There were no deficiencies identified for Somerset – Sky Pointe during this site evaluation.





# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset Academy – Skye Canyon**  
Evaluation Date: 3/17/2021  
Report Date: 5/3/2021

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 State Performance Framework

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

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_2\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 March 17, 2021 at Somerset Academy – Skye Canyon. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 – Skye Canyon is located in Las Vegas, Nevada in a facility at 8151 N. Shaumber Rd. The school serves 993 students (as of the most recent Validation Day) in Kindergarten through 8<sup>th</sup> grade. The mission of Somerset Academy – Skye Canyon is: “Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.”

# ACADEMIC PERFORMANCE

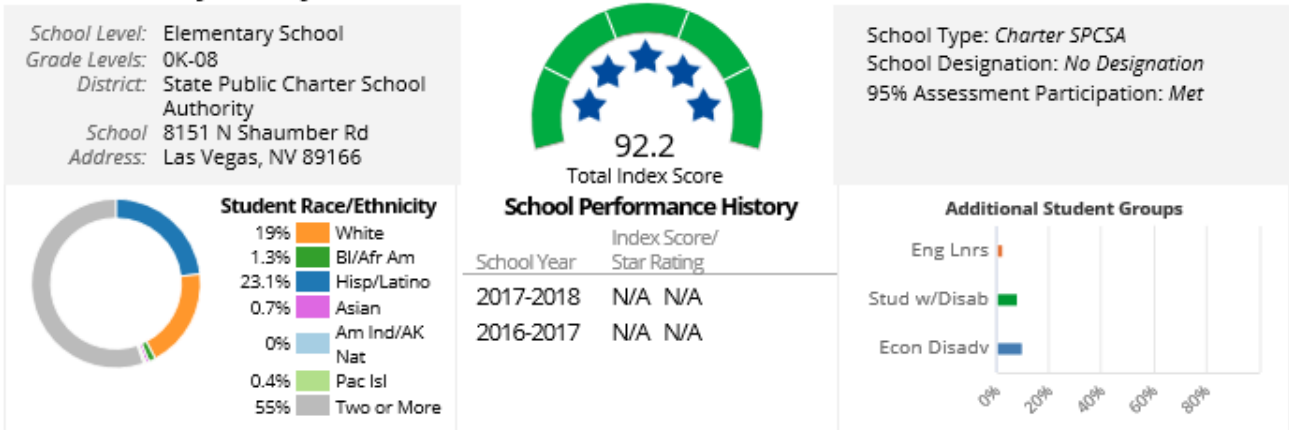
## Somerset Academy - Skye Canyon Nevada School Performance Framework 2019

Somerset Academy - Skye Canyon serves 993 students in grades Kindergarten through 8<sup>th</sup> grade

### Elementary School

#### Somerset Skye Canyon

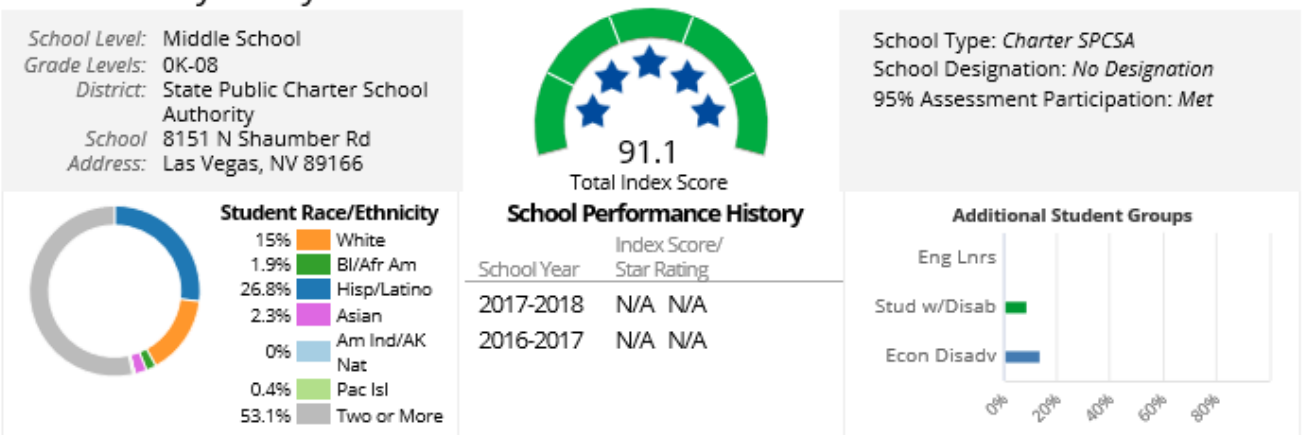
#### School Year 2018-2019 Nevada School Rating



### Middle School

#### Somerset Skye Canyon

#### School Year 2018-2019 Nevada School Rating



Somerset Academy - Skye Canyon  
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	47.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	50	66.2	58.6			56.4
Black/African American	40	24.1	23.5			19.5
Hispanic/Latino	30.8	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	47	47.2	40.6			37.5
White/Caucasian	55.5	51.2	47.1			44.4
Special Education	15.6	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	35.7	29	29.2			25.5

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	66.5	78.4	75.9			74.6
Black/African American	80	40.1	37.8			34.5
Hispanic/Latino	54.5	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.5	66.7	61.3			59.2
White/Caucasian	78.7	67.7	66.3			64.6
Special Education	36.7	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	50	46.3	44.4			41.4

Middle School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	50	66.2	58.6			56.4
Black/African American	40	24.1	23.5			19.5
Hispanic/Latino	30.8	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	47	47.2	40.6			37.5
White/Caucasian	55.5	51.2	47.1			44.4
Special Education	15.6	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	35.7	29	29.2			25.5

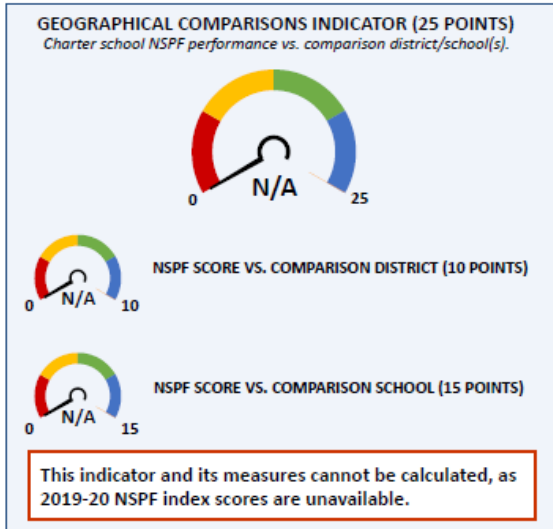
**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	66.5	78.4	75.9			74.6
Black/African American	80	40.1	37.8			34.5
Hispanic/Latino	54.5	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.5	66.7	61.3			59.2
White/Caucasian	78.7	67.7	66.3			64.6
Special Education	36.7	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	50	46.3	44.4			41.4

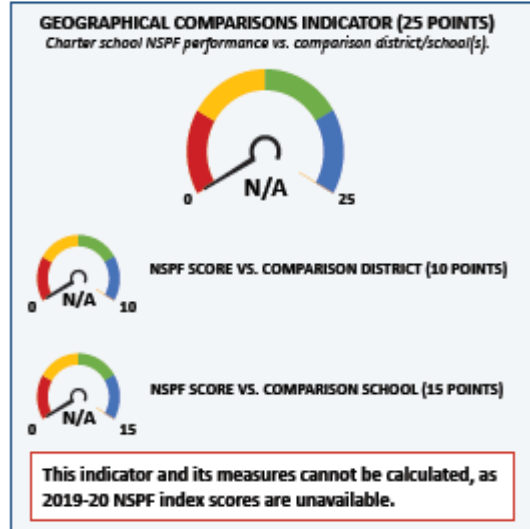
SPCSA Academic Performance Framework

# Geographic Comparison Report

## Elementary School

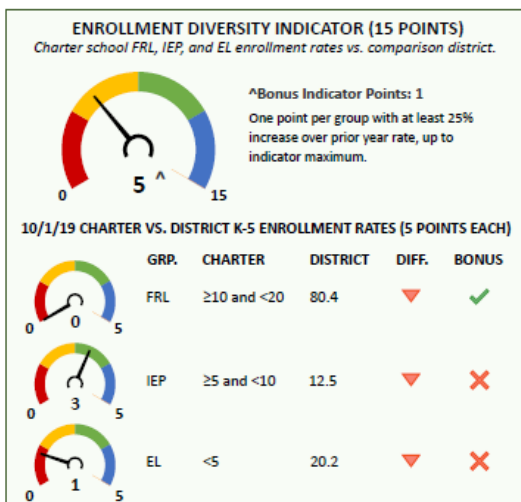


## Middle School

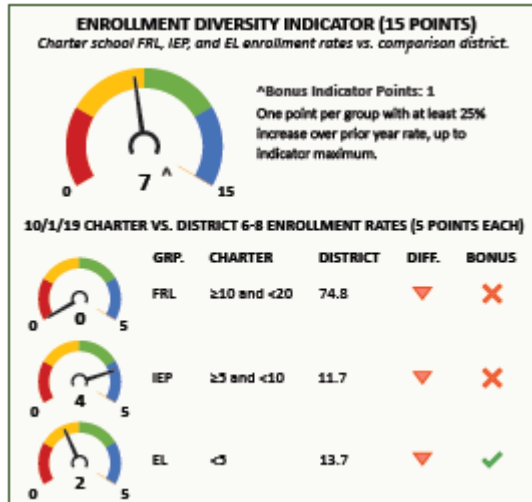


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	12	30 minutes
Students	8	30 minutes
School Leadership	5	30 minutes
Staff	10	30 minutes

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

- 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.

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

## FOCUS GROUP SUMMARY continued

- 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:

- Families were asked how well they feel that the staff and teachers know their children. Parents said they felt that staff knew their children well and their children feel safe and welcome at the school. Family members said the teachers treat their children with respect and kindness. Parents said that teachers still maintain contact with students who have moved on to another grade which the students really like.
- Parents were then asked how they felt about the communication from the school. Parents said they have been really impressed with the school's communication and have found it very helpful. According to parents and family members, the school uses lots of different methods to communicate such as calls, texts, emails, Seesaw,<sup>2</sup> and social media. The teachers are always quick to respond to parent inquires which the parents said they appreciated. The principal is also easy to meet with and parents indicated that they appreciate that open door policy.

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<sup>2</sup> Seesaw is a software platform used for student engagement that allows students to use creative tools to take pictures, draw, record videos and more.



## FOCUS GROUP SUMMARY continued

### Parents/Families:

- The families were asked how they know if their child is learning, and they responded by speaking about their children's ability to discuss subjects on a deeper level. Assignments such as reading have shown the parents the students are able to discuss the material in the book and explain the meaning behind the text. According to parents and families, students are able to recall what they learned weeks later and show a true retention of the course materials. The school also informs the parents what their children are supposed to be learning which allows parents to follow up with their children to check for understanding. Parents said they appreciated teachers providing unique instruction to their children and have found their children more engaged because of it. One parent said their child previously disliked school, but the math teacher has found a special way to connect with their child and it has been great to see their child take an interest.
- Parents were asked what they would like to see improved at the school and one parent mentioned they would like to see a little more focus on athletics so that there are more opportunities for students to participate. Other parents said they would like to see a more diverse curriculum with better representation of a diverse set of people. Other parents said they would like to see an increased focus on the gifted programs for students who are looking for more of a challenge in their studies. Some parents felt it would be nice for the school to push to accelerated students more, so they don't get bored.
- Overall, the parents appreciated all of the ways the school has addressed and helped students through the COVID-19 pandemic. Parents and families members stated that the Somerset – Skye Canyon staff is always looking for new ways to help students learn, and they have always been willing to try new technology which might help the educational outcomes of the students.

## FOCUS GROUP SUMMARY continued

### Students:

- Students were asked what they liked about learning online. Students spoke about how they liked being able to attend school from home. Overall, the students said that they preferred attending school in-person because this allows them to also spend time with their friends and teachers. Students were asked what motivates them to come to school and learn. Students said they like being able to see friends and learn new things. Students went on to say that being able to attend school in-person excites them as well.
- Students were asked how they know they are learning. Students said they know they are learning if they have to spend more time on an assignment because it is difficult. Another student said they know they are learning because when an assignment is difficult, sometimes they want to give up, but they keep going and they are happy when they are able to finish the assignment.
- Students were asked how and who they can ask for help from at school. Students spoke about being able to talk to their teachers during office hours, during lunch, or on Zoom if they are learning virtually. Other students said they will get help from their classmates when they are attending school in-person and will receive help from their family members when they are at home.
- Overall, students said they really enjoy attending Somerset – Skye Canyon, and went on to share that they feel safe and respected at the school from both their teachers and their classmates. When asked if there was anything they would like to see improved at the school, students mentioned having more physical activity during the school day now that they are back in-person. Another student mentioned they would like to see 3 feet of distance between students while in the cafeteria at lunch.

### Leadership:

- The leadership team was asked how they have been able to focus on discussions with teachers through the online PLC format. The leaders said that nothing has changed with the frequency. The leadership team shared that they observe classrooms and encourage constant communication with staff, students, and families. The leadership team also indicated that they encourage their staff to collaborate with one another, with one member of the leadership team saying, “Sometimes the best PD is a colleague down the hall.” The school leadership team also stated that Somerset – Skye Canyon also uses the “Collab Lab” as a way to connect staff members with one another to share best practices. The leadership team complimented the teachers on being able to engage both in-person and virtual students in meaningful ways throughout the school year.
- The leadership team was then asked how the teachers are able to provide frequent feedback to students. The team spoke about the teachers using Google Classroom for things like formative assessments and noted that teachers communicate with students via the “Seesaw” app. For the in-person students, communication and monitoring is done in the classrooms like it was prior to the pandemic. Leaders stated that each student was also given a whiteboard to write on and show their learning, and that these were provided to both in-person and online students.

## FOCUS GROUP SUMMARY continued

### Leadership:

- The leadership team was asked to describe what the SPCSA staff would see when they visited classrooms during the evaluation. School leaders said they expected to see teacher and student discussion for both in-person and online learners. Leaders went on to say that the teachers should also share the screen they are presenting so online learners are included in the discussion and the visual aids used for the lessons. School leaders estimated that around 80% of the elementary students are back in person and 68% of middle school students are back in-person as well. According to school leaders, one of the biggest challenges they have faced is ensuring students who are at home are engaged in the class. Leaders also shared that it is a priority to eliminate distractions at home for students attending class virtually.
- School leaders were then asked about staff retention. The leaders said 100% of the staff wants to come back next year. The leadership team has tried to boost morale of staff by focusing on the mental health and listening to teacher suggestions that will help them in the classroom. One teacher reached out to the school to come back into the classroom next year after leaving the school last year to stay at home with her children. Regarding student retention, the leaders said they have a higher proportion of students who are at risk of being retained this year. The teachers and leaders have already begun having communication with those students' parents to inform them of this possibility and to try to come up with plans that will allow the students to succeed in the last quarter of the year and be able to move on to the next grade.
- Finally, the leadership team spoke about wanting to focus on standards and that they are looking to reestablish a strong culture at the school as students and teachers come back to in-person instruction. According to school leaders, students have missed so much over the course of the last year, and they are aware of this and want to do as much as they can to address this missed instruction.

### Staff:

- Staff were asked what they did to adjust their teaching at the beginning of this year given the ongoing COVID-19 pandemic. Staff members said they adjusted their learning techniques to incorporate the online aspect of the instruction. Staff also spoke about the collaboration with their colleagues to help one another come up with ideas to ensure quality instruction. Teachers also spoke about the struggle of having to learn new technology themselves and then transfer that knowledge to students, all while trying to avoid losing too much instructional time for the core content. Overall, Somerset – Skye Canyon staff shared that they have been very impressed with how well the students have taken to the new technology.
- Staff members were then asked how they monitor in-person students and those learning online. The teachers said they progress monitor every week through applications like Google Forms. Teachers shared that this has allowed them to see where students were behind, address misunderstandings and/or learning gaps, and then track how well students learn the content through additional progress monitoring. Staff shared that the 3<sup>rd</sup> grade classes do weekly math and reading Google Forms to monitor progress, but also will do quick checks during the lesson to gauge understanding. Staff said that this is done by asking students to give a thumbs up or down to check for understanding. Staff shared that teachers use student one-on-one time to check to see if what was being done during that time matched the content and learning that was being submitted by students. Staff members said they saw better results with verbal assignments because they were able to work with the students through the lesson. These

lessons were much more successful than when students viewed recordings because teachers had no way of ensuring the students would actually watch the videos. The staff members shared that they have seen noticeable differences between their in-person students and the online students with in-person outpacing their online counterparts.

- The faculty were then asked how they have been supported by the school leadership throughout the last year. Staff participating in the focus group described talking to the school counselor as cathartic because it gave them a safe space to vent. According to Skye Canyon staff, the school leaders have also shared various resources with staff members to help them deal with things like stress and frustration. The staff also spoke about the support they have received from the PTO through things like decorating the break room or providing snacks. The staff stated that the leadership team also allowed children of the staff to have a safe place at the school to help alleviate the stress some staff felt about balancing their students with their own children's needs. Staff expressed that the administration supports teachers with technology help so teachers can use those different technology strategies to improve their instruction. Teachers also said they appreciate the mentoring program the school has implemented because it gives them a place to go to get help with various things.
- Finally, staff was asked how they recognize when students may be struggling academically or emotionally. Staff shared that they do this in a number of ways, with some staff using a check in form which gives students an opportunity to let teachers know if something was wrong. Teachers stated that they have tried to maintain constant communication with parents and families to help gauge and understand the issues some students may have been experiencing during the COVID-19 pandemic. Other teachers said they try to model the behavior strategies they would like their students to use by using the breathing techniques to provide the students with examples to follow.

# CLASSROOM OBSERVATION TOTALS

A total of 16 classrooms were observed for approximately 25-minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>  <b>Managing Student Behavior</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 1</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>

## 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.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 1</b>	<b>Total: 3</b>	<b>Total: 3</b>
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.
	<b>Total:</b>	<b>Total: 6</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total: 5</b>
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.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 5</b>

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total:</b>
	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.
<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total:</b>	
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 11</b>	<b>Total: 4</b>	<b>Total:</b>	<b>Total:1</b>
	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.
<b>Total: 1</b>	<b>Total: 12</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 1</b>	

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: 2
- The explanation of the content is imaginative: 2

**Evidence of questioning and discussion techniques: Area #6**

- Questions are planned ahead of time and tied to learning target(s): 1
- Teacher questions are open ended: 2
- Teacher allows time for students to answer – 3 seconds or more: 2
- 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: 1
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 2

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 2
- Students are using reasoning and critical thinking: 2
- The lesson is rigorous and includes cognitively complex tasks: 3
- Students engage in several types of activities during the lesson including:
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups: 1
- Student-led classroom:
- Technology is integrated into learning/outcomes: 12
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: 1
- Students receive frequent and meaningful feedback regarding their work: 2
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 1



# 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 of Somerset. Skye Canyon campus administers NWEA-MAP, VCOMP, Dibels, and a variety of summative assessments to diagnose and monitor student growth and achievement.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	School curriculum is aligned to NVACS: Use Core Knowledge and Everyday Mathematics K-5 and Study Sync, Connected Mathematics Project, grades 6-8.
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. For families coming to Skye Canyon, with students with special needs, the school offers “Welcome Meetings” to ensure the transition of the child to the campus goes smoothly. This helps build a foundation for a strong collaborative relationship with the family as soon as possible.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school maintains an English Language Learner Policy Handbook, goal setting, small group support and offers specialized PD training for teachers including WIDA and effective teaching strategies.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The day-to-day operations are aligned to the mission statement. School attendance, student assessment and data are reviewed routinely by school leaders and the school 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 school counselor and a full-time licensed 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 <sup>th</sup> graders attend a Health class.

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

1. The Somerset – Skye Canyon Campus has a 5-star rating in both their elementary and middle schools. According to the most recent available data from the Nevada School Performance Framework, the elementary School earned 92.2 of a possible 100 index score. The middle school earned 91.1 of 100 possible 100 index score on the same report from the 2018-2019 school year.
2. The school has strong levels of data-based decision making. All students in grades K-8 have their academic growth monitored and measured on a regular basis. The School Performance Plan goals include increasing the percentage of proficient students in both ELA and Math. This indicates that although the school’s most recent data is indicating that they are performing well, the school community continues to work toward higher levels of student achievement. School leaders and staff monitor the goals using the MAP assessments and by checking for understanding during instruction. Grade level teams meet to review data, make plans to implement interventions and plan together to best meet the needs of students.
3. There is a strong effort to create a high level of social emotional safety for all staff and students at Skye Canyon. The school counselor and safe school professional meet and support students considered “high risk” in a highly proactive manner. Teachers created interest inventories at the beginning of the school year to find out more about each of their students in order to engage their students in activities and learning that would be relevant and to begin to build relationships with students. The morning announcements and Flight Path Newsletter provide weekly communication to families and staff. A climate and culture survey are performed each year to obtain student, staff, and family feedback to the school leaders. A school garden is maintained and provides a safe and relaxing way for students needing a break to come into the moment and calm themselves when needed. The school holds an Acts of Kindness Week, Peace Week, Lunch Buddies, and a Holiday Spirit Week.
4. The school leaders, staff, and teachers have responded to the COVID-19 pandemic in a positive and flexible manner. The teaching staff has adapted to a variety of software including dual monitors, iPads, Zoom, Google Classroom, and synchronous instruction. Throughout this time, teachers have worked together to collaborate, learn, and share support and ideas for maintaining a rigorous standards-based instruction for all students at the school. A Teacher Mentor Program, Instructional Rounds, and weekly grade level meetings have provided venues to be used to share best practices and support each other at the school.
5. The Skye Canyon leaders and staff continue to create a warm, welcoming atmosphere that provides a welcoming classroom to students. There were many instances of teachers using student’s names, and verbally encouraging students by providing positive encouragement and thanking students for their efforts.

## 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 school has experienced challenges with having consistent participation in classroom activities with remote learners. Some of the identified reasons are technical difficulties, attendance, and success with having students turn in learning assignments.
2. The school is continuing to work on strengthening their knowledge of the Nevada Academic Content Standards. The staff at Skye Canyon is currently focused on improving their ability to unwrap each standard and to know how to assess students to determine mastery of a standard. In addition, staff has been working on identifying priority standards and incorporating the discussion of these priority standards within Professional Learning Community, or grade level meetings.

## 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. Continue to work on analyzing the NVACS standards. This will assist the school staff in building upon the current strong levels of student achievement and data-based decision making at the Skye Canyon campus. To build upon the data-based decision making at the school, as standards are analyzed, help those planning and delivering instruction by looking closely for levels of alignment between what is taught, what is learned, what is tested and the overall mastery of each academic standard. For example, both the published textbooks and Core Knowledge, have been vetted by the authors and provide a scope and sequence, however it is important to check for alignment between the learning target, actions within the classroom, checks for understanding, and attainment of the learning target. In this way educators may increase the levels of learning and have a greater impact in the classroom. Continued work with the standards will help teachers to have an in-depth understanding of the set of standards for their grade level, and make informed decisions about the learning expectations, checks for understanding, and the best assessment for a given learning target.
2. Student learning and achievement can be improved by reviewing and implementing a more robust and consistent process for sharing learning targets and criteria for success. Although most of the classrooms observed were consistent in stating the essential question or learning objective, not a single classroom was observed to make sure the students comprehended what those objectives mean. The objective can be written on the board, or the screen, and students are able to repeat back what the objective was or can read it along with the teacher. However, simply rereading the objective does not necessarily ensure that students understand what the learning goal is for the day. Somerset – Skye Canyon may wish to ensure that students internalize the daily objectives by using the following strategies:
  - Take the time within each classroom lesson to make sure students understand what they will learn. For the student, they will need to understand the learning goal and what the assignment or activity requires so that they can attain the learning goal.
  - This means that when a teacher shares a learning target or essential question, the learning targets and assignments must match. Then, the student will strive to do the assignment not the abstract goal.
  - In other words, students should think that if they can do this (assignment), then they can complete the learning objective. If teachers share their goals for student’s learning for the day by telling and giving assignments and activities that embody them and then check for student’s understanding to help assess students understanding of the meaning of the learning goal, then teachers can use this information to affirm if students understand or need clarification. If a teacher chooses to ask the entire group of students if they understand, this is likely not sufficient. Most students will say yes. This also applies to asking students to give a thumbs up if they understand, and most will, even if they have questions or confusions.

### **Specific suggestions**

- Write objectives in student friendly terms, have a brief discussion about what a lesson objective means and have students express what they think it means instead of telling them.
- Have students rate their understanding at the beginning of the lesson and again in the middle and at the end. Show students examples of what success looks like so that they can see how to

- monitor their own learning and assignments to get to the learning target/outcome.
  - Engage in direct conversation about the learning target. Ask students to put the learning goal in their own words.
  - Use warm-up questions related to the target or essential question. Consider using the Think Pair Share strategy to encourage students to verbalize and share with others what they think they will be learning. Consider having students explain to each other what they know and do not know about the objective or learning target.
3. It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academics. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensuring that the EMO functions as effectively as possible. SPCSA staff would be happy to work with the Somerset Board regarding this recommendation to ensure that the current evaluative method is enhanced.

## DEFICIENCIES

There were no identified deficiencies for the Somerset Academy – Skye Canyon campus during this site evaluation.



# **Nevada State Public Charter School Authority**

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

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 State Performance Framework

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

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-2-8-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## 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 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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

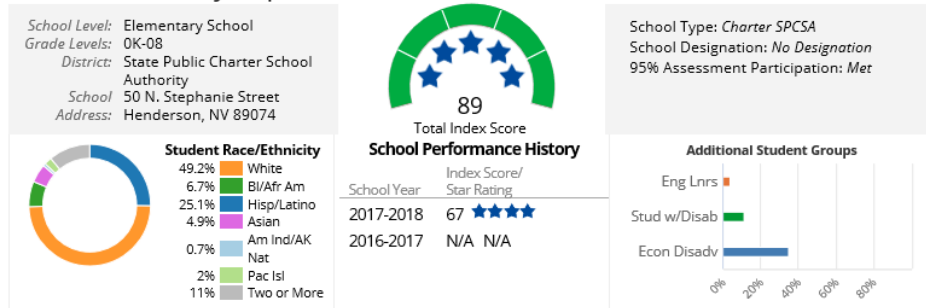
## Somerset - Academy Stephanie Campus Nevada School Performance Framework 2019

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

### Elementary School

#### Somerset Academy Stephanie

#### School Year 2018-2019 Nevada School Rating



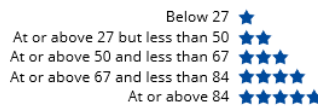
#### What does my school rating mean?

**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.

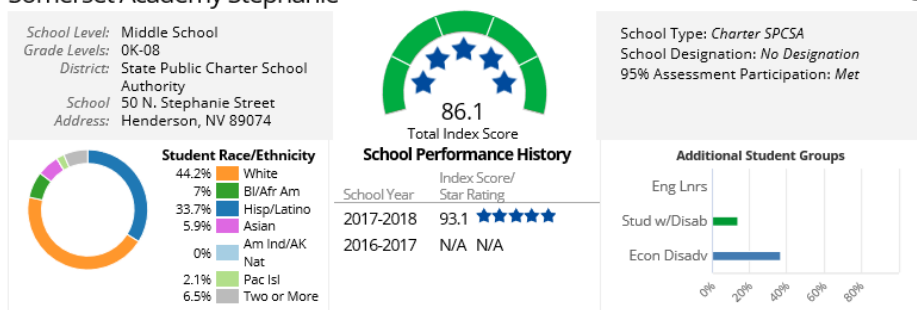
#### How are star ratings determined based on total index score?



### Middle School

#### Somerset Academy Stephanie

#### School Year 2018-2019 Nevada School Rating



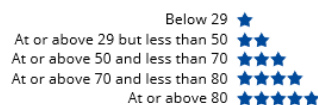
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#### How are star ratings determined based on total index score?



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**

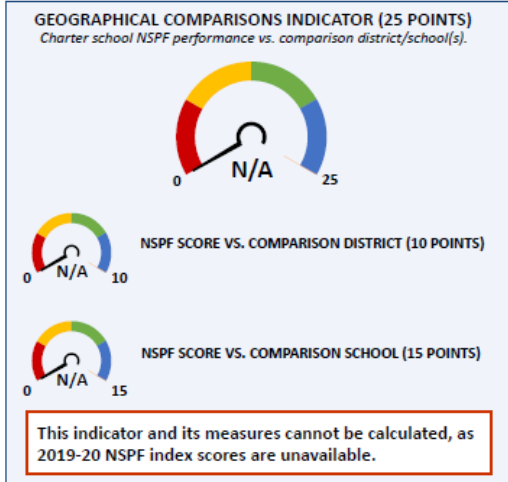
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.5	42.6	36.5	50.6	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	63.1	66.2	58.6	73.3	64.1	56.4
Black/African American	15.6	24.1	23.5	16.6	17.7	19.5
Hispanic/Latino	29.8	31.8	29.3	34.6	26.1	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**

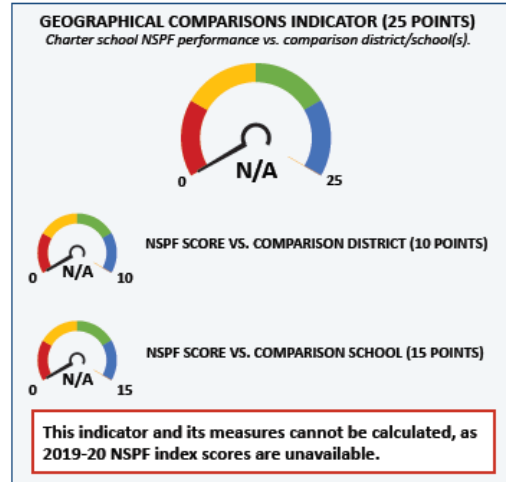
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.2	59.6	54.1	61.6	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	73.5	78.4	75.9	73.3	77.3	74.6
Black/African American	31.5	40.1	37.8	66.6	38.4	34.5
Hispanic/Latino	57.6	50.2	45.1	41.3	46.3	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

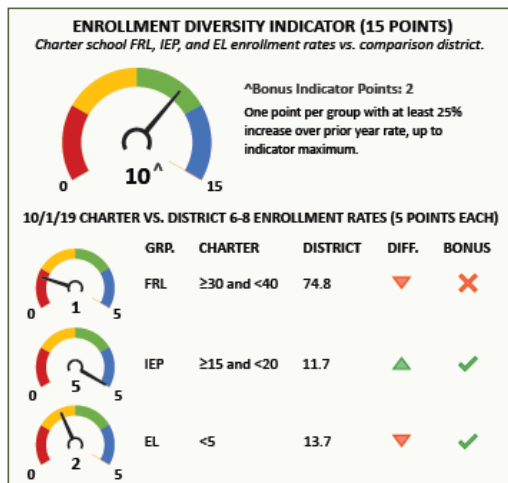


## Middle School

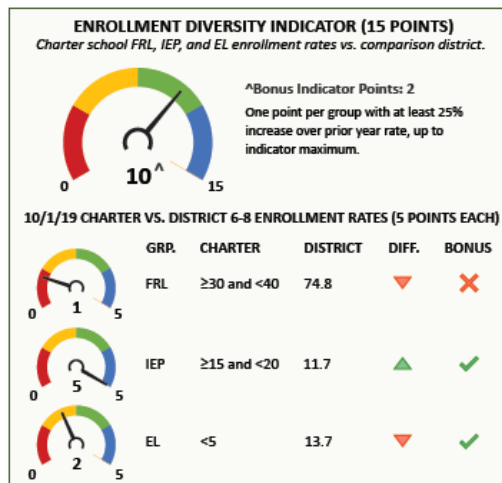


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

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

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

- 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.

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<sup>1</sup> 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 4<sup>th</sup> or 5<sup>th</sup> 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 8<sup>th</sup> 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					
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 5</b>	<b>Total: 13</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 3</b>	<b>Total: 15</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>  <b>Managing Student Behavior</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total: 1</b>	<b>Total: 17</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 2</b>	<b>Total: 16</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 8</b>
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A 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.
	<b>Total:</b>	<b>Total: 6</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 9</b>
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.
	<b>Total:</b>	<b>Total: 5</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total: 8</b>

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 8</b>
	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.
<b>Total: 1</b>	<b>Total: 9</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 5</b>	
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	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.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 8</b>
	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.
<b>Total:</b>	<b>Total: 7</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 8</b>	

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





# 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 <sup>th</sup> graders attend a Health class

# 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 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/010918_good_questions_anchor_chart.pdf)

[https://iowareadingresearch.org/sites/iowareadingresearch.org/files/120817\\_zimmerman\\_classification\\_questions\\_checklist.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](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.

# Appendix E





**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 • Fax: (775) 687 - 9113**

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**BRIEFING MEMORANDUM**

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**TO:** SPCSA Board  
**FROM:** Patrick Gavin, Executive Director  
Mark Modrcin, Director of Authorizing  
**SUBJECT:** Agenda Item No. 8: Recommendations to Issue Notices of Concern Based on the  
2017 – 2018 Nevada School Performance Framework Results and Participation  
Rates  
**DATE:** September 28, 2018

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As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework results for the 2017 – 2018 school year. All public schools in the state of Nevada are issued a star rating when all data points are available. The 2017 – 2018 school year is also the first year that high school ratings will be released after the ratings freeze during the 2014 – 2015 school year and it is the first year that all charter school campuses received separate ratings.

Additionally, the State of Nevada is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public schools...” (ESSA 1177-35(E)). These subgroups are as follows:

<b><u>State of Nevada ESSA Subgroups</u></b>	
American Indian/Alaska Native	Two or More Races
Asian	White/Caucasian
Black/African American	IEP
Hispanic/Latino	Economically Disadvantaged (ED)
Pacific Islander	English Learner (EL)

The following schools earned a 1 or 2-star rating based on the final ratings released on September 14, 2018 and/or received a participation warning or penalty due to not meeting the thresholds described above:

<b><u>Elementary Schools</u></b>	<b><u>2017 – 2018 Index Score</u></b>	<b><u>2017 – 2018 Star Rating</u></b>
Coral Academy of Science Las Vegas – Centennial Hills*	81	4-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	28.5	2-star
Learning Bridge Charter School	44.11	2-star
Legacy Traditional Schools – North Valley	34.5	2-star
Mater Academy of Nevada – Bonanza	21.5	1-star
Mater Academy of Northern Nevada	15	1-star
Somerset Academy of Las Vegas – North Las Vegas	40	2-star

<b><u>Middle Schools</u></b>	<b><u>2017 – 2018 Index Score</u></b>	<b><u>2017 – 2018 Index Score</u></b>
Equipo Academy*	50.5	3-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	47.5	2-star
Leadership Academy of Nevada*	36.11	2-star
Legacy Traditional Schools – North Valley	43.67	2-star
Sports Leadership and Management of Nevada (SLAM NV)	47.5	2-star

Schools with an asterisk above received a participation warning or penalty. The Every Student Succeeds Act (ESSA) requires 95 percent participation on the state Mathematics and English Language Arts (ELA) assessments. Given the requirement to measure ELA and Mathematics participation for all students and each of the ten subgroups over two content areas, there are twenty-two (22) distinct participation measures (11 Mathematics and 11 ELA) determined for each school. Schools must meet participation requirements for all measures.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population:

<b><u>Participation Penalties and Impact</u></b>	
Participation Warning	Schools failing to meet the overall and subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95 percent over the most recent two or three years for the first year will be identified as failing this important metric. No points are deducted for a participation warning.
Participation Penalty	If the school fails to meet overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95% over the most recent two or three years <u>for a second consecutive year</u> , the Academic Achievement Indicator will be reduced by 9 index points, up to the maximum possible points for the Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the Participation Penalty is determined do not have to be the same subgroup identified in the previous year.
Continuing Participation Penalty	If a school fails to meet the overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95 percent over the most recent two or three years <u>for a third consecutive year</u> , the school will be identified as and subjected to a “Continuing Participation Penalty.” Schools designated as such will earn zero points for the Academic Achievement Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the school is determined to have a Continuing Participation Penalty do not have to be the same subgroup identified in the previous years.

Per [NRS 388A.367](#), low performing schools are required to notify the parent or guardian of each pupil enrolled in a qualifying public charter school. Additionally, qualifying schools are required to post written notification of this performance according to the statewide system of accountability on their website, as well as the scores of neighboring zone traditional public schools. Finally, [NRS 388A.367](#) requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

Given the above performance deficiencies and the requirements of [NRS 388A.367](#), staff recommends that the SPCSA Board delegate to Staff the authority to monitor the requirements of [NRS 388A.367](#). This includes ensuring that all parents and guardians are notified, notice is posted on the school's website, and a public hearing is held by the school within 30 days of the required notice being sent.

*Recommendation: Approve SPCSA Staff Recommendation to Issue Notices of Concern and monitor the implementation of [NRS 388A.367](#).*

# Appendix F

**STEVE SISOLAK**  
*Governor*

**STATE OF NEVADA**

**REBECCA FEIDEN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
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**BRIEFING MEMORANDUM**

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**TO:** SPCSA Board  
**FROM:** Rebecca Feiden, Executive Director  
Mark Modrcin, Director of Authorizing  
**SUBJECT:** Agenda Item No. 7: Recommendations for Somerset Academy of Las Vegas  
Stemming from the Final 2018 – 2019 Nevada School Performance Framework  
Results  
**DATE:** October 4, 2019

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As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework (NSPF) results for the 2018 – 2019 school year. All public schools in the state of Nevada are issued a star rating when all data points are available.

As a reminder, the Authority has three levels of intervention when schools do not meet academic standards (i.e. a NSPF rating of 3-stars). These levels are as follows:

- Notice of Concern
  
- Notice of Breach
  
- Notice of Intent to Terminate

The academic performance of Somerset Academy Las Vegas for the last two school years at the Losee, Aliante, North Las Vegas and Sky Pointe campuses is provided below. Note that there are multiple programs within these three campuses that declined in performance in the 2018 – 19 school year.

<u>Somerset Academy of Las Vegas</u>	<u>2017 – 2018 Index Score</u>	<u>2017 – 2018 Star Rating</u>	<u>2018 – 2019 Index Score</u>	<u>2018 – 2019 Star Rating</u>
Losee – Elementary School	52.5	3-star	35.5	2-star
Losee – Middle School	53.5	3-star	35.5	2-star
Losee – High School	Note Rated	Not Rated	29.4	2-star
Aliante – Elementary School	Not Rated	Not Rated	49	2-star
Aliante – Middle School	Not Rated	Not Rated	82.7	5-star
North Las Vegas – Elementary School	40	2-star	43.5	2-star
North Las Vegas – Middle School	57.1	3-star	71.5	4-star
Sky Pointe – Elementary School	70.8	4-star	98.8	5-star
Sky Pointe – Middle School	59.2	3-star	88.8	5-star
Sky Pointe – High School	66.3	3-star	48.8	2-star

**Notice of Concern**

Due to the elementary programs at the Losee and Aliante campuses and the middle school program at the Losee campus earning a rating of less than 3-stars for the 2018 – 2019 school year, SPCSA staff recommends that the Authority issue Notices of Concern to Somerset Academy regarding the Losee campus elementary and middle schools and the Aliante campus regarding the elementary school. Given these notice recommendations, SPCSA staff also plans to carefully review each school’s performance plan for the 2019 – 2020 school year. In addition, each school will be required to provide a written update to the SPCSA by February 1, 2020. The report must include:

- Progress to date in implementing the School Performance Plan
- A summary of mid-year assessment performance

**Notice of Breach**

Due to the elementary program at the North Las Vegas campus earning a rating of less than 3-stars for the second consecutive year in the 2018 – 2019 school year, SPCSA staff recommends that the Authority issue a Notice of Breach to Somerset Academy regarding the elementary school at the

North Las Vegas campus. Given this notice recommendation, SPCSA staff also plans to carefully review the school’s performance plan for the 2019 – 2020 school year. In addition, the school will be required to present to the Authority in early 2020. The presentation must include:

- Progress to date in implementing the School Performance Plan
- A summary of mid-year assessment performance

### **No Action Regarding High Schools**

Given some purported issues related to the reported graduation rates, SPCSA staff is recommending no action at this time for both the Somerset Academy Losee and Skye Pointe high school programs, despite the fact that each school earned a 2-star rating. Graduation data for 2019 is to be released in December. SPCSA staff will review that data when it is finalized and may bring recommendations to the Authority at that time regarding these schools.

Additionally, per [NRS 388A.367](#), low performing schools are required to notify the parent or guardian of each pupil enrolled of the school’s star rating and post written notification on their website, as well as the scores of neighboring zone traditional public schools. Finally, [NRS 388A.367](#) requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system. Staff will monitor compliance with these statutory requirements.

### **Proposed Motion:**

- *Approve the recommendation of SPCSA Staff to Issue Notices of Concern to the Aliante and Losee elementary programs and Losee middle school program at Somerset Academy of Las Vegas and require the school to submit a report by February 1, 2020 which includes progress to date in implementing the school performance plan and a summary of mid-year assessment performance.*
- *Additionally, approve the recommendation of SPCSA Staff to Issue a Notice of Breach to the North Las Vegas elementary program, and require the school to present to the Authority an update regarding the school’s progress against the performance plan and a summary of mid-year assessment performance in early 2020.*



# Appendix G

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
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Via Electronic Mail and Epicenter

July 14, 2017

Coby Noble  
Somerset Academy of Las Vegas  
50 North Stephanie Dr.  
Henderson NV 89074

Dear Mr. Noble,

This is Somerset Academy of Las Vegas's first Notice of Concern due to financial underperformance as tracked in the 2015-2016 Authority Performance Framework. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard." This analysis is based on the eight financial measures detailed in the [Financial Performance Framework Workbook](#) which can be found on the State Public Charter School Authority [website](#). Your school's 2015-2016 Financial Framework Profile was sent via email on 3/17/17.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Additionally, the Authority utilizes the Performance Framework as the primary means of conducting the financial programmatic audits required of schools operating under written charters.

Financial underperformance is defined as the failure to meet operational standards to which a charter school is accountable to its sponsor and the public. As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight. Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. If there is any recurrence, Somerset Academy of Las Vegas will enter Level 2, a Notice of Breach due to a failure to comply with applicable statutes and regulation resulting in a pattern of fiscal mismanagement. Failure to meet the requirements specified in

the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance. Please note the Performance Framework provides for entry into the Intervention Ladder in the case of more serious performance issues.

To avoid entering Level 2 status, Notice of Breach, Somerset Academy of Las Vegas must:

1. Improve the score of the Unrestricted Days of Cash on Hand, Total Margin, Debt to Asset Ratio and Debt Service Current Ratio measures so there are less than three indications of “Does Not Meet Standard” while not declining in the score of any other financial measure.

To achieve Good Standing status, Somerset Academy of Las Vegas must:

1. Improve the score of the Unrestricted Days of Cash on Hand, Total Margin, Debt to Asset Ratio and Debt Service Current Ratio measures from “Does Not Meet Standard” to “Meets Standard” while not declining in the score of any other financial measure.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Somerset Academy of Las Vegas will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Somerset Academy of Las Vegas’s financial performance.

Sincerely,



Patrick J. Gavin  
Executive Director

cc: Reggie Farmer, Administrator  
Dr. Francine Mayfield, Administrator  
Elaine Kelly, Administrator  
Andre Denson, Administrator  
Sherry Pendleton, Administrator

# Appendix H

**Somerset Academy of Las Vegas**

**Address:** 4650 Losee Road, North Las Vegas, NV 89081

**Website:** <http://somersetacademyoflasvegas.com/>

**Enrollment:** 9100

**Grades Served:** K-12

2019-20

2018-19

**In Good Standing**

N/A

1. CURRENT RATIO

**Meets Standard**

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

**Meets Standard**

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

**Meets Standard**

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE  
THREE YEAR TOTAL MARGIN

**Meets Standard**

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

**Meets Standard**

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

**Meets Standard**

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE  
RATIO

**Meets Standard**

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

# Appendix I

**Somerset Academy of Las Vegas**

**Address:** 4650 Losee Road, North Las Vegas, NV 89081

**Website:** <http://somersetacademyoflasvegas.com/>

**Enrollment:** 9100

**Grades Served:** k-12

2019-20

**98.00**  
**Meets Standard**

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
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1. EDUCATION PROGRAM

**18 out of 20**

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

**20 out of 20**

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

**20 out of 20**

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

**20 out of 20**

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

**20 out of 20**

This section addresses the school's facility, transportation, food service, and health services, among other things.