



Nevada State Public Charter School Authority

Site Evaluation Report

Somerset Academy – Lone Mountain

Evaluation Date: 3/24/2021

Report Date: 5/5/2021

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 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 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Somerset Academy – 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 8th 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 21st century learners in a safe and enriching environment.”

ACADEMIC PERFORMANCE

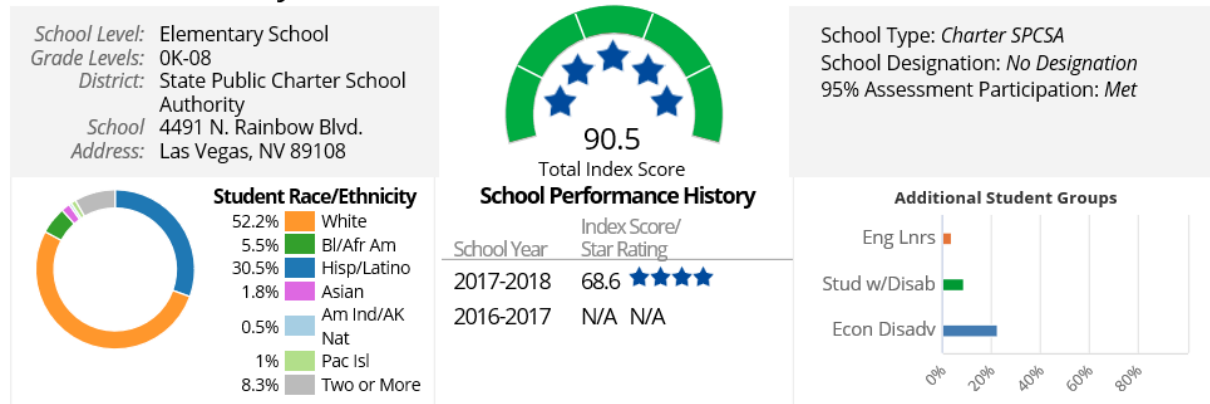
Somerset Academy - Lone Mountain Nevada School Performance Framework 2019

Somerset Academy - Lone Mountain serves 989 students in grades Kindergarten through 8th grade

Elementary School

Somerset Academy Lone Mountain

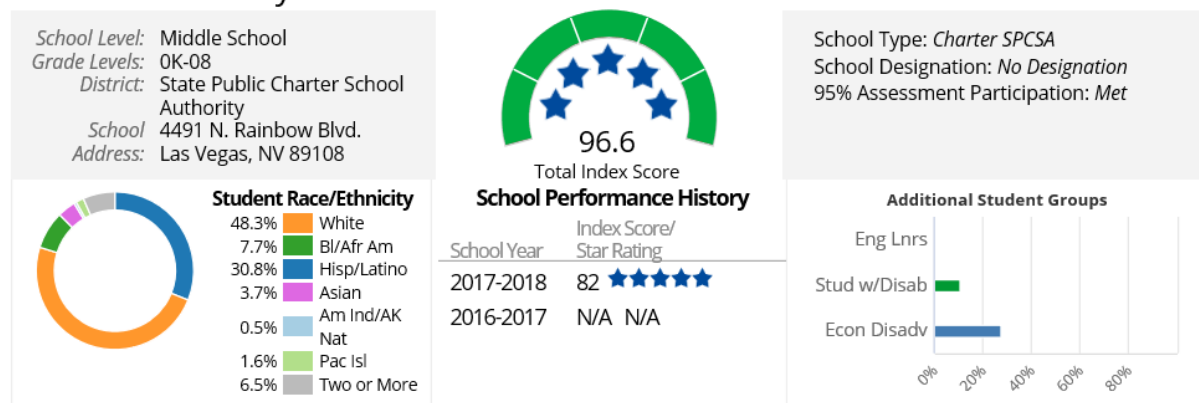
School Year 2018-2019 Nevada School Rating



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

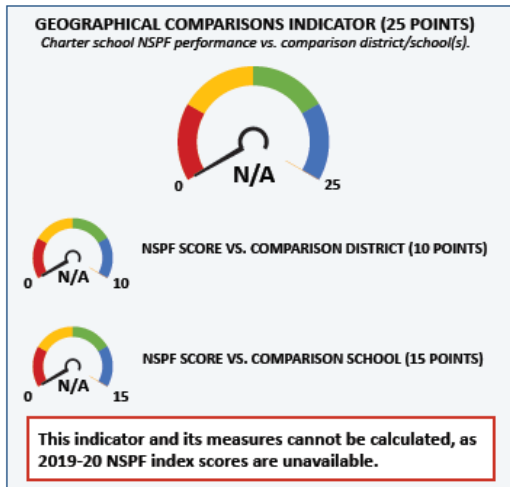
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54	42.6	36.5	41.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	84.5	66.2	58.6	78.5	64.1	56.4
Black/African American	37	24.1	23.5	20	17.7	19.5
Hispanic/Latino	45.2	31.8	29.3	37.8	26.1	25.5
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

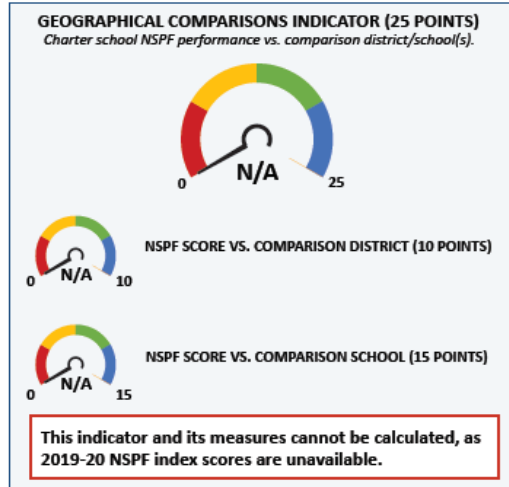
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67	59.6	54.1	59.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	92.2	78.4	75.9	92.8	77.3	74.6
Black/African American	33.2	40.1	37.8	42.8	38.4	34.5
Hispanic/Latino	57.5	50.2	45.1	44.2	46.3	42.2
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

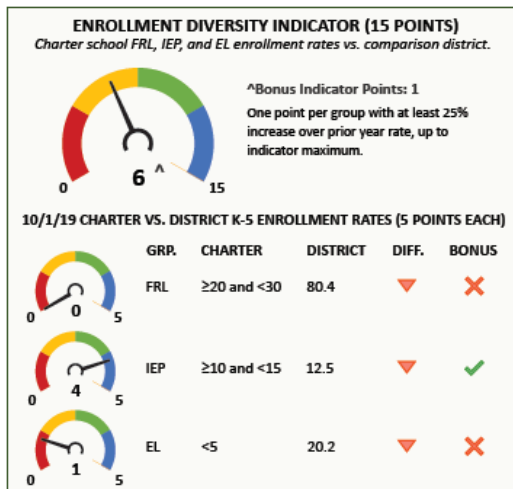


Middle School

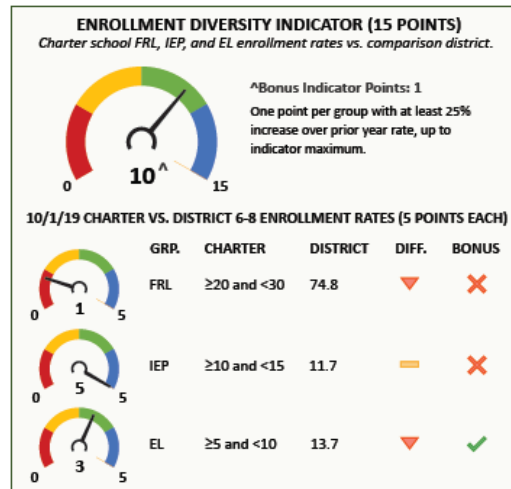


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

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 Board¹:

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

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

FOCUS GROUP SUMMARY continued

Governing Board:

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

Parents/Families:

- 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					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 6	Total: 7	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 11	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 9	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 5	Total: 8	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not Observed
	Distinguished	Proficient	Basic	Unsatisfactory	
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 9	Total:	Total:	Total:
Area 6					Not Observed
	Distinguished	Proficient	Basic	Unsatisfactory	
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.
	Total: 4	Total: 6	Total:	Total:	Total: 3
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: 5	Total: 5	Total:	Total:	Total: 3

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
		Total: 8	Total: 5	Total:	Total:	Total:
	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.
		Total: 8	Total: 5	Total:	Total:	Total:
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
		Total: 5	Total: 8	Total:	Total:	Total:
	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.
		Total: 7	Total: 6	Total:	Total:	Total:

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 nd - SuperKids 3 rd -8 th Expeditionary Learning, Math 1 st , 3 rd , 5 th - Expeditionary Learning, Math 6 th -8 th 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

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, 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 Academy – Lone Mountain campus during this site evaluation.