



Nevada State Public Charter School Authority

Site Evaluation Report :
Somerset Academy of Las Vegas – Losee
Evaluation Date: April 26, 2022
Report Date: 6/16/2022

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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/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 26, 2022, at Somerset Academy – Losee. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. Somerset Losee elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement.

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 Organizational 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 is 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 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

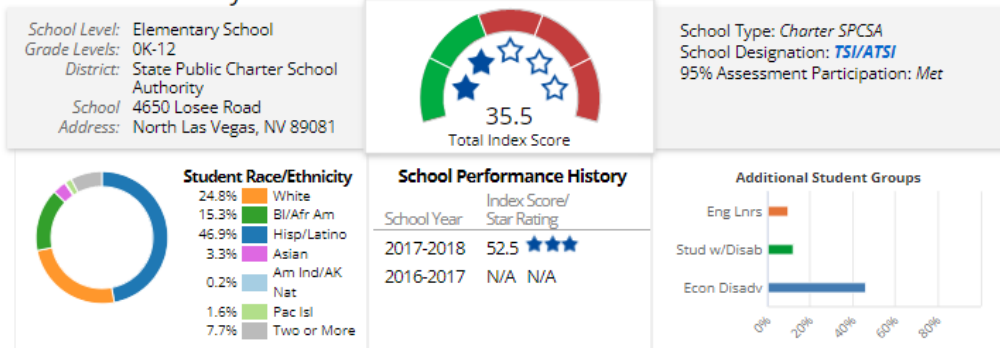
Nevada School Performance Framework 2019

Somerset Academy – Losee serves 2,120 students in grades K-12.

Elementary School

Somerset Academy Losee

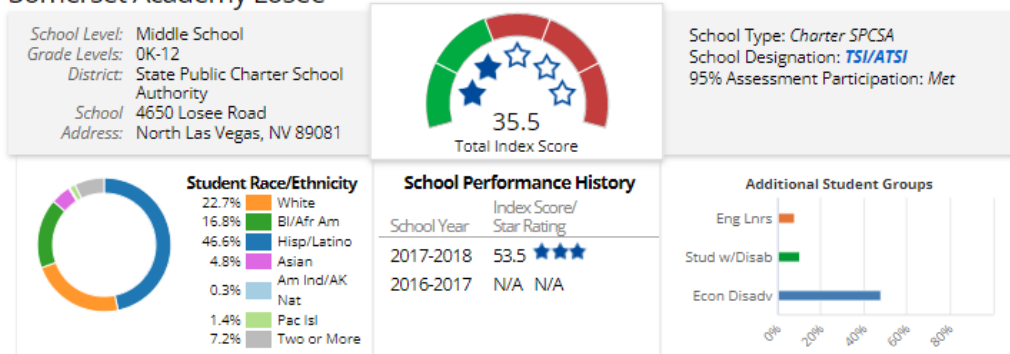
School Year 2018-2019 Nevada School Rating



Middle School

Somerset Academy Losee

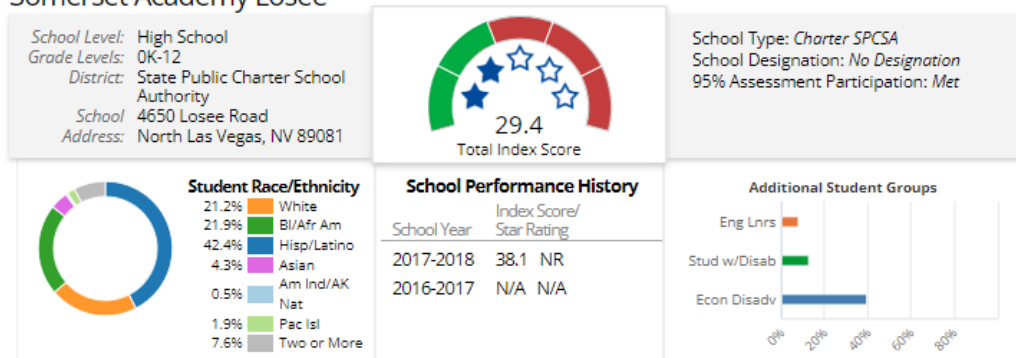
School Year 2018-2019 Nevada School Rating



High School

Somerset Academy Losee

School Year 2018-2019 Nevada School Rating



Somerset Academy Losee Math and ELA Results Nevada School Performance Framework 2019

Proficiency Rates

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	-	45.8	34.3	-	44.9	30.9
Asian	71.4	75.6	68.8	73.6	75.2	67.2
Black/African American	25.0	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	52.0	58.2	55.3	62.0	59.0	52.9
White/Caucasian	56.0	62.3	59.3	50.0	61.1	57.2
Special Education	28.3	27.4	28.6	26.6	29.2	24.8
English Learners Current + Former	23.3	42.3	35.8	30.0	37.4	32.4
English Learners Current	16.6	32.4	-	8.7	25.5	-
Economically Disadvantaged	28.0	39.8	39	33.9	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.3	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	76.3	74.1
Black/African American	40.3	40.9	42.6	40.0	40.5	39.6
Hispanic/Latino	39.4	51.1	48.2	47.3	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	68.0	63.8	64.4	62.1	67.1	62.6
White/Caucasian	60.4	66.8	67.4	50.0	65.0	65.7
Special Education	32.0	26.7	30	24.0	29.3	26.3
English Learners Current + Former	28.0	42.2	41.4	45.0	38.9	38.4
English Learners Current	13.8	29.4	-	21.7	22.8	-
Economically Disadvantaged	41.4	45.4	46.8	40.3	40.4	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	23.2	42.6	36.5	24.9	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	43.3	66.2	58.6	38.1	64.1	56.4
Black/African American	13.0	24.2	23.5	14.7	17.7	19.5
Hispanic/Latino	15.6	31.9	29.3	15.2	26.1	25.5
Pacific Islander	-	44.9	36.9	40.0	34.9	33.6
Two or More Races	27.2	47.3	40.6	28.2	41.5	37.5
White/Caucasian	39.6	51.3	47.1	42.5	44.4	44.4
Special Education	3.4	12.1	18.6	11.2	11.5	14.3
English Learners Current + Former	11.1	26.9	20.2	18.1	22.2	16
English Learners Current	4.1	12.6	-	3.3	8.5	-
Economically Disadvantaged	16.9	29.0	29.2	20.0	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	47.0	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	66.6	78.4	75.9	61.9	77.3	74.6
Black/African American	28.4	40.1	37.8	34.4	38.4	34.5
Hispanic/Latino	36.1	50.3	45.1	38.7	46.3	42.2
Pacific Islander	-	61.1	53.2	50.0	53.2	50.7
Two or More Races	50.0	66.7	61.3	61.5	61.0	59.2
White/Caucasian	63.3	67.8	66.3	62.1	63.5	64.6
Special Education	8.4	19.9	21.9	20.0	20.7	17.8
English Learners Current + Former	29.7	42.7	24.3	38.1	34.8	20.3
English Learners Current	12.5	22.0	-	16.6	15.8	-
Economically Disadvantaged	30.8	46.4	44.4	40.5	41.5	41.4

Somerset Academy Losee
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

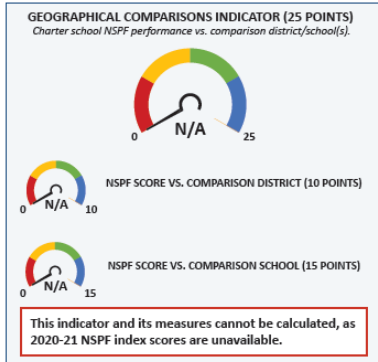
High School

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	-	50.0	50.27	-	54.7	47.65
Black/African American	13.3	7.5	18.42	0.0	6.2	14.12
Hispanic/Latino	13.3	18.5	22.93	23.3	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	30.7	26.0	36.96	-	26.1	33.64
White/Caucasian	20.0	32.0	44.25	23.5	28.4	41.31
Special Education	0.0	6.1	12.38	0.0	2.2	7.77
English Learners Current + Former	7.6	5.0	14.52	-	10.9	10.02
English Learners Current	0.0	0.0	-	-	2.4	6.96
Economically Disadvantaged	11.1	14.6	24	0.0	13.3	20.01

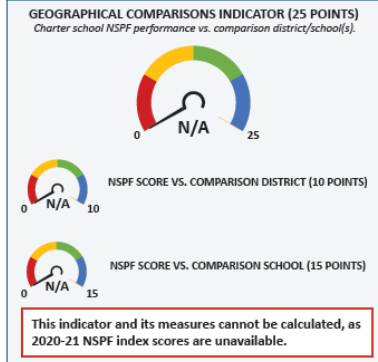
ELA Proficient				ELA Proficient Points Earned: 3/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.7	53.9	48.54	26.0	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	-	68.4	63.27
Black/African American	26.6	32.8	31.39	12.5	21.6	27.78
Hispanic/Latino	28.8	47.3	36.5	36.6	39.5	33.15
Pacific Islander	-	52.0	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	50.0	60.26
Special Education	0.0	18.8	15.71	10.0	9.0	11.27
English Learners Current + Former	7.6	18.1	17.52	-	21.8	13.18
English Learners Current	9.0	10.6	-	-	9.7	6.9
Economically Disadvantaged	25.7	41.9	37.66	4.7	31.2	34.37

SPCSA Academic Performance Framework Geographic Comparison Report

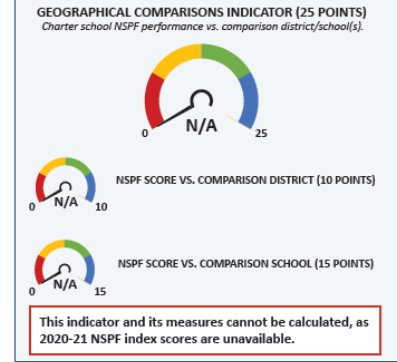
Elementary School



Middle School

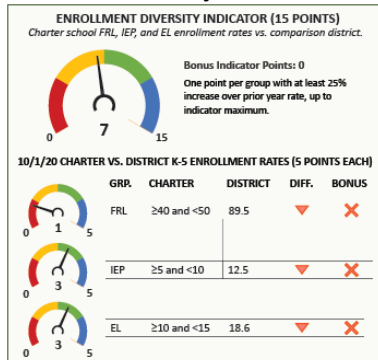


High School

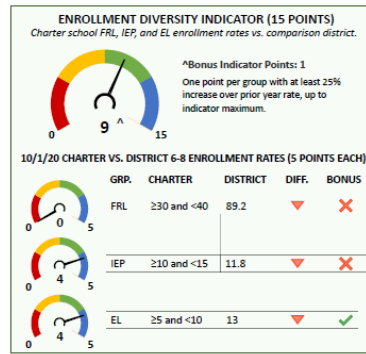


PCSA Academic Performance Framework Diversity Comparison Results

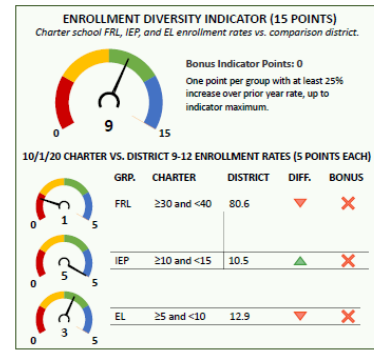
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	9	30 minutes
Students	10	30 minutes
School Leadership	20	30 minutes
Staff	12	30 minutes

Governing Board¹:

This focus group took place in person on April 27th and again on June 14th via written response. This summary applies to both Somerset and Losee campuses.

1. The Somerset School Board meets monthly with seven seats and no open seats on the board. Special Committees include evaluation, finance, and Somerset foundation. Areas of specialty include teaching, school leadership, risk management, finance, and business operations. All board members are kept up to date regarding the academics at each Somerset campus at board meetings by individual school principals. These include an analysis of student achievement data. An expert from Academica presents information about how each Somerset school is trending in terms of student achievement outcomes. It was reported during the focus group that this board is up to date with board training and participates in learning two times per year from Academica. Trainings include several topics such as open meeting law procedures.
2. When asked about how the Somerset board evaluates Academica, board members responded that this is done on a regular basis. Participants explained that Academica sends the Somerset board a survey and members of the board complete the survey. Afterwards, based on the results, the board gives Academica information about where they are strong and where they may be lacking. Academica is asked to provide follow up information about the results of the survey and what they plan to do to correct areas which need improvement. Board members said that their board has a great relationship with Academica and that the EMO is very open to addressing whatever issues Somerset may be having.
3. Board members explained that there has been some opportunity for the board to improve. One change that has recently taken place is increased support and input from the network of Somerset schools based in Florida. One board member commented, "Florida Somerset is now more involved than before. Our board members are encouraged to travel to Florida and tour the network of Somerset schools." One board member expressed that the board would like to continue learning to use student achievement data with greater expertise. One of the board members commented, "The EMO, Academica, has been supporting us with this and they participate in presentations and answer questions at board meetings."

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Parents reported their children like attending Somerset Academy – Losee and have found there are very few days when they don't want to come to school. Several parents said quality teachers and relationships with them are one of the main motivators for attending the Losee campus. Family members shared a few exceptions to this. One member explained her daughter does not like a few classes and has a hard time attending because the teacher tends to speak at the students instead of to them. A few other parents said there were instances where students are afraid to speak up and ask questions. One family member repeated the words her daughter used to describe one teacher and said the teacher has said, "I have already provided that answer- pay attention." Her daughter did not like the concept of a few students acting out and then the whole class being punished.
2. Family members would like to see levels of communication between the school teaching staff and families improve. Parents expressed frustration regarding the time between a completed assignment and when it is posted to be viewed as a grade on Infinite Campus.² At the elementary level, one person said, " I get concerned when it looks like there are missing assignments and all the while my child has turned in the work." Another parent said, "We don't get notices about missing or completed assignments until it's too late. We are punishing our kids because Infinite Campus shows the student received a zero on the assignment." Several parents related this has taken place in their households as well with one family member commenting, "I realized my child was telling the truth and had turned in the assignment all along". Family members were clear they would like to see improvement in posting grades to Infinite Campus. Parents were highly appreciative of communication between themselves and school leadership. One person said, "Current leadership has helped to improve the school." Several family member mentioned that the principal investigates problems and takes care of behavioral concerns. One parent said, "You will find that this campus is transparent if you attend the board meetings and participate in events and parent meetings.
3. Families within the focus group shared suggestions for improvement as well as high praise for the Losee campus leadership team and staff. Suggestions for improvement included additional electives, tutoring offered to all students and more timely notification of negative situations at the school such as a lock down or a fight. Given these suggestions, family members made it clear they are highly appreciative of the staff and school leaders. Families shared that they like that the high school offers a class which has been designed to teach their children skills needed to thrive day to day, such as how to budget and plan for financial success in life. Parents were thankful for many quality teachers and their willingness to offer one on one help to students. Family members said they see great value and outcomes from the Edgenuity³ class provided for students. According to parents, this class allows high school students to complete assignments and receive credit for classes. The concept of supporting high school students to make up credits, increase the number of classes they pass and ultimately graduate on time was both acknowledged and appreciated by those in the family focus group.

² Infinite Campus is a system which houses data related to students including their grades.

³ Edgenuity is an online learning platform which provides a wide variety of learning experiences.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students said that one of the main reasons they like to attend school is because the teachers pay attention to them and they feel cared about. Students said Instructional Aides provide support to students and teachers within most classes allowing teachers time to pay attention to individual student needs. One student said, "I like that everyone at the school looks out for each other like a family. Our teachers try to help us to understand, and they respect us. If they notice we are having a bad day they talk to us and they want us to feel cared about." One young man put it this way, "Everyone is different, they have their own reason and story for being at this school. I have found that there are amazing people here and I have good friends. Teachers go out of their way to get some fun stuff worked into the class time because they want students to feel like we want to learn stuff."
2. Students provided several examples of working on projects which include science, English, and college exploration projects. Students added that they participate in classroom discussions on many occasions as well. One student said, "My history teacher communicates with us by having us stand-up, hand up, pair up (with another student), so we can share what we think and learn from others." The student appreciated that this activity helps the teacher know which students need additional support. Students were asked what they believed to be most important thing a teacher can do to help a student succeed in school. Several of the students within the group responded that the most important thing a teacher can do is to care about students. Other students felt that it was important for teachers to instruct students about how to act in different situations and have manners. One student added, "Learning manners is important because some students may not have been taught this at home, but we all need to know this to succeed in life." Another student felt that communication was the most important thing a teacher can offer and said, "For me communication is a big thing. When you have someone who you can communicate with, it is easier to ask for help especially if you don't understand something." Another student felt that teachers should be inclusive of all students. She added, "There are many students who are part of the LGBTQ+ community and the staff respects that at this campus."
3. Students expressed concern with some of the new students. One student explained, "Some students are disrespectful to teachers and can mess up the energy." Students said that new comers take time to get acclimated to the culture and don't follow the rules. Additionally, focus group members said that teachers work with them to learn the expectations. One student explained, "There are two sides and you must pick one. One side is you follow the rules and be part of the school family. The other side is to not follow the rules and get in trouble." Students said at first, new students have an attitude about attending. One student said, "We invite new students into our friend groups and help them. They eventually get it and change their ways." Another student commented that he was a new student with an attitude not so long ago. He said teachers at the school talked with him about the importance of being successful in school. The teacher was straightforward and explained that if this student was only good at basketball without the academics he would be limited in his options in life. This stuck with the student as he reiterated this taking place. The student said that now he understands that the teachers care about him into adulthood. He said, "The teachers at this school know you by name, come to your games, and treat us like we are their kid. Every time I see this one teacher she is happy to see me. I look forward to the day when teachers will come see me and I will have a successful life and thank them for caring so much about me."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Members of the leadership team shared their success at minimizing staff turnover this year while improving the quality of student learning. This was done by replacing the school's long term substitute teachers with strong, experienced teachers who would fit in with each other. One leader commented, "We changed the dynamics as far as how we view our teachers. We need people to hit the ground running. We are willing to spend money on people with expertise and experience. This focus has created a school environment where teachers want to stay and learn from each other." The leadership team is large and has the capacity to provide support to teachers. School leaders refrain from criticism of educators and instead provide positive feedback and ideas to enhance instruction. One leader commented, "We let teachers know that we are here to help them to be successful. When the right group of people were brought together and are supported in a positive way, expert teachers thrive because they know they are growing students."
2. The differentiation process is implemented at Somerset Academy – Losee and members of the leadership team provided context as to how this has been accomplished. The school team has initiated a math and English language arts Power Hour at the school. This is a time during the school day when students are provided individualized small group instruction based on recent achievement data. The school's Tier 1 and 2 levels are created using curriculum and additional resources depending on individual student needs. Instructional aides are provided lesson plans and resource supports to work with students. Students with the greatest level of need within a classroom work with the most experienced teachers. According to school leadership, the school team has created a math Boost class for students in the middle school grades. This class helps reinforce pre- algebra skills prior to students taking more difficult classes. The DESMOSⁱ curriculum is used to assist in teaching algebra.⁴ The Losee campus staff have provided special family events to encourage family understanding and engagement with curriculum. This included math, STEM, literacy, and a writing night in which student pieces of writing were celebrated.
3. The leadership team spoke about recommendations from last year's Site Evaluation, noting that leaders and staff have made strong efforts to create more opportunities for students to contribute to learning in the classroom. Examples shared during the focus group included having additional group and individual projects assigned, engaging in Socratic seminars, and requesting students engage in reflective conversations. Leaders stated that students have been encouraged to use learning logs to write about their own learning and to use metacognition. Another recommendation was to discover ways to decrease chronic absenteeism. In response, school leaders shared that they have created and published a parent newsletter and added to the level and intensity of student attendance incentives. School leaders will be able to go back into school records and code those absences due to COVID differently and this should improve the numbers used to determine chronic absenteeism. School leaders will be downsizing the elementary school next year and believe this will cut down on transiency levels to a large extent.

⁴ DESMOS is a curriculum which offers an advanced graphing calculator. It is used as a web application and allows teachers to create Algebra based activities for students to practice graphing skills.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff members communicated they like working at Somerset Academy – Losee because they enjoy the students, staff, and principal. One person commented, “The staff is personable and friendly, and we have a great principal. The administrative team is very supportive.” Newer teaching staff commented, “Everything I ask for as far as supplies, training and answering questions I get. I feel lucky to be here and a part of this fabulous team. At this school, everyone supports each other.” Staff said that communication with parents is good, and that they use ClassDojo as the primary method of communication in grades kindergarten through fifth. In middle school, Google Classroom⁵ is used to help students and family members track assignments, ask questions, and keep track of classroom learning. One teacher commented, “I’ve never seen a group of kids that advocate for themselves more than this group. These kids know how to ask for what they need. I don’t really hear from the parents because the parents encourage students to advocate for themselves.”
2. Members of the teaching staff explained how they emphasize the importance of student mastery of lesson objectives and providing subsequent feedback. One teacher commented that she reviews the lesson objective before, during, and after a lesson so that students know where they stand in terms of the learning targets. Another teacher commented, “I ask students to repeat the learning objective back to me using their own words.” A third teacher explained that he has students reflect on their own learning at the end of the lesson. According to focus group participants, feedback is provided to students in several ways. Some teachers said that they provide feedback about learning to students by looking over testing results with the students. Others shared that they provide detailed written feedback to students on writing assignments. By encouraging students to ask questions during class and checking in at table groups teachers monitor where students may be confused. One teacher said she has students write down questions on sticky notes and slide them to her so that questions can be asked anonymously. Members of the teaching staff ask students to turn and talk, participate in group projects, and take turns speaking and listening during Socratic seminar. In kindergarten, a quarterly family project is provided and encouraged. Teachers added that they try to tie assigned projects to current events so that student learning is connected to students’ real lives.
3. Teachers focus on ways to support students and create strong relationships with pupils. Teachers explained that they want students to have a strong comfort level with their teachers, and that they tell the students that there are no bad questions so as to help students set their own individual learning goals. One teacher believes in a program called, *Capturing Kids’ Hearts*.⁶ Although not a school-wide curriculum, the teacher is using the concept to build strong safe relationships with students. Another teacher commented, “Every Friday we do ‘good things’ where students can share the good things that are happening in their lives. If students have a game or an event, I put the event on my calendar because I want to attend.” Another teacher said, “I have created a class called financial Friday. I provide it to help students learn about financial literacy. I used to work in the banking industry and I believe it is important for students to understand the basics such as creating a budget and managing a checking account.”

⁵Google Classroom is an online platform used to help communicate assignment status as well as questions and answers for family members, teachers, and students.

⁶ *Capturing Kids’ Hearts* is a curriculum designed to inspire and empower healthy relationships with students. Research supports that when students feel more connected to their school and staff, they achieve higher academic success and are less likely to have attendance, tardy, and behavioral issues.

CLASSROOM OBSERVATION TOTALS

A total of 24 classrooms were observed for approximately 15 minutes each on the day of the Onsite evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	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: 7	Total: 17	Total: 0	Total: 0	Total: 0
	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: 8	Total: 15	Total: 1	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	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: 6	Total: 17	Total: 1	Total: 0	Total: 0
	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: 18	Total: 1	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 5</p> <p>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</p>	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 is 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: 5	Total: 18	Total: 1	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 6</p> <p>A</p> <p>Using Questioning and Discussion Techniques</p>	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: 3	Total: 20	Total: 1	Total: 0	Total: 0
<p>B</p>	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: 3	Total: 20	Total: 1	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

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.
	Total: 3	Total: 19	Total: 2	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, 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: 11	Total: 11	Total: 2	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	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: 18	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction 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: 1	Total: 22	Total: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable:

1. In one elementary classroom, students worked in groups on a culminating activity to practice reading, writing, and math standards. The teacher walked around the classroom and facilitated student discourse. The teacher redirected unwanted behaviors and reminded students of the expectations. The teacher offered support to groups as needed.
2. Students in an elementary classroom listened to a non-fiction read aloud. The teacher asked them to make predictions and to confirm predictions along the way. She used a microphone and had students share thoughts using the microphone.
3. In one high school classroom, the teacher attempted to explain the purpose of the lesson. Students were disruptive and shouted out while the teacher was talking. The teacher attempted to redirect behaviors. These efforts were not always successful. The teacher's slow pace of explaining the purpose of the lessons could have attributed to students lack of engagement and behavioral issues.
4. In one high school classroom, the teacher explained the purpose of the lesson and led discussions on the given standard. Some students appeared to be engaged in the lesson. Some students were on their phones and sitting with their head down.
5. In one high school classroom, the teacher led discussions on history concepts. Students appeared to be engaged.
6. In one high school Spanish classroom, the teacher spoke in Spanish to teach Spanish phrases.
7. In one upper elementary classroom, students worked independently on text dependent questions. The teacher walked around the room and provided feedback and support to individual students.
8. In one upper elementary classroom, students played a game to prepare for the upcoming state CRT test. Students were engaged throughout the lesson.
9. In one middle school classroom, students took turns reading a passage. The teacher facilitated discussions and asked higher level questions.
10. In one middle school classroom, the teacher facilitated whole group reading. Students took turns reading a chapter book. During reading, the teacher asked questions. After reading, the teacher asked students to turn and talk about the book.
11. In one middle school classroom, students worked in groups on a geometry project to design a house using grid paper.
12. Two different math classes and students worked to solve problems in groups of four. They discussed possible solutions. The teacher circulated and provided students group feedback. One teacher was aware that a student was not present on the day of the instruction for one of the problems and pulled her aside to work individually with her.

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 outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>The Somerset Academy – Losee campus uses Core Knowledge curriculum for kindergarten through fifth grade English Language Arts. Ready English Language Arts is used for grades six through eight. Write Reflections writing curriculum is used in grades kindergarten through fifth grade. Investigations for math is in place for grades Kindergarten through fifth. Desmos math is used in grades six through eight. Somerset Academy – Losee campus advertises college preparatory education with an emphasis on student leadership as their educational program. The Losee campus offers a wide array of accelerated and Advanced Placement classes in at the secondary level. At the Elementary level students participate in enrichment and intervention during Power Hour times.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Teacher recruitment takes place via job fairs, social media, and word of mouth. All state required assessments take place at the Losee campus. The Special Education and the ELL policy and Procedures Handbooks are current and have been provided as evidence for this site evaluation. A career pipeline which offers instructional assistants the opportunity to become certified teachers is available through the UNLV teacher cohort and the Nevada Alternate Route to Licensure (ARL) program.</p>

1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples:</p> <p>A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>The Losee Special Education program has a resource room for students at elementary school level. In the middle and high school, the resource room offers a focus on academic development training in implementing executive functioning skills to offer success to students while learning in the general education classroom and with the curriculum in general education classes. Teachers are trained in writing measurable goals and objectives using different progress monitoring tools.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Losee staff indicated that all students requiring the WIDA screener during this school year were able to have it administered to them in a safe and timely manner. Identified students are offered a small group of intensive interventions at least twice per week via zoom. Additionally, all sixth through eighth grade students were offered a class to provide intensive intervention and language instruction in a small class setting via zoom. Several intervention tools and programs are available for students in grades K-8. Losee campus has an English Learner (EL) Coordinator available to students in grades sixth through twelfth to tutor and support students with classwork. Content teachers are trained on specific methodologies and best practices for EL students.</p>

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The Somerset Board provides oversight of the EMO using feedback submission including check-ins and surveys throughout the school year.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>A lottery is held after the open enrollment period. Student waiting lists are maintained at each grade level. When a seat becomes available the parents are contacted with registration information. A restorative justice framework is in place and students and parents agree to the plan. A progressive discipline plan is in place.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The Losee Campus adheres to emergency operations and conducts routine safety drills. Students have access to Safe Voice. Climate and culture surveys are conducted annually and school safe professionals are available in both elementary and secondary schools.</p>

Measures of Progress from Previous Site Evaluations

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

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. Improve current levels of student engagement, relevancy, and student voices in instructional settings. 2. Improve the consistency of interesting, relevant, and diverse learning activities for students in all grades within all classrooms. 3. Implement a research based Formative Assessment process. 4. Focus school efforts to improve overall chronic absenteeism at Losee campus.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. Professional development about student engagement has taken place. 2. Classroom walks contained a focus on student engagement. 3. Instructional strategists work with teachers to adjust teaching and learning strategies to improve student achievement of learning goals. 4. Questioning strategies which encourage the use of how and why questions to promote higher order thinking have been conducted. 5. Parent communication regarding chronic absenteeism have taken place. 6. The Losee campus has incentives and awareness for student attendance school-wide.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ol style="list-style-type: none"> 1. A research based Formative Assessment process has not been formally implanted at the school at this time. 2. Chronic absenteeism has been addressed. More time is needed due to the pandemic and quarantine requirements during the 2021-2022 school year.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. The Somerset – Losee campus has improved current levels of student engagement, relevancy, and student voice within instructional settings over the last year. The classroom observation rubric used on the day of the site evaluation shows that in 11 of 24 observed classrooms, students were observed making contributions to the representation of the content. This best practice has the highest rating on the rubric and is rated *Distinguished*. A pattern of students talking about instructional content was observed and noted on page 16 of this report. There were examples of teachers facilitating academic discourse, students using the classroom microphone to make predictions, and groups of students sharing their ideas about how to solve math problems.
2. Somerset Academy – Losee campus has prioritized both teacher experience and quality. The staff culture has become stronger. For example, self-reported documents indicate that the Losee campus has the highest percentage of fully credentialed teachers in the Somerset system. The teacher retention has improved greatly as compared to previous years. The working culture at the school has shifted. According to school leaders and members of the teaching staff, Losee is highly welcoming to those teachers who are experts and known for being master teachers. School leaders and coaches provide the teaching staff with intervention personnel, classroom supplies, and respect. According to school leaders, this campus is becoming known through word of mouth as a great place to teach. More and more of the teaching staff are reaching out to others who are highly talented teachers and encouraging them to teach at Losee. According to teachers at Losee, Educators are eager to go practice their craft at a school which is known for providing a positive and inviting place to thrive as an expert. The addition and retention of highly effective and expert teachers is a strength.
3. The school leaders, teachers, and staff at Somerset – Losee have been highly successful in creating a growth mind-set for students. Students reported that they feel safe, welcome, and cared about by staff. Because various members of the staff have taken the time to talk with students about their futures, several students reported changing how they feel about school as well as their outlook on life and their future.. For example, one student said he was not happy about attending the school at first. But over time, teachers and leaders spoke to him about his academic ability, and his future. They encouraged him to continue his talent with sports but placed a high emphasis on setting future goals for college. The same pattern of students realizing that they will need to succeed academically to have a future which fits their own expectations was evident during the student focus group. One student stated, “I look forward to a time in the future when my eighth, ninth, and tenth grade teachers will see me being successful as an adult.” The Losee campus has added programs such as AP classes, additional athletics, accelerated courses, and CTE courses to retain students, especially in grades five and six as well as those in eighth and ninth grade.
4. Somerset Academy – Losee is more representative of the community it serves than many other schools in the Somerset network and compared to most other schools in Clark County as it relates to special student populations enrolled. The State Public Charter School Authority strongly encourages charters to provide access to students within these special populations.

A 2019 analysis found that Economically Disadvantaged Students (those qualifying for free or reduced-price lunch or FRL), English Learners (ELs), and Students with Disabilities (those with Individualized Education Programs or IEPs) have historically underperformed relative to the average Nevada student across multiple academic measures, including the third through eighth grade Smarter Balanced Assessment (SBAC) in Math/ELA, the eleventh grade ACT Assessment in Math/ELA, and 4-year graduation rates. For this reason, Somerset Academy – Losee is to be commended for the current levels of students within these populations. The chart below provides comparison data between the Losee campus and SPCSA schools combined.

Special Population	Somerset Losee	SPCSA combined
FRL	45.1%	43.4
IEP	10.2%	9.8
EL	9.2%	8.8

- The Losee campus has changed their instructional plan to better meet the needs of all students. They have implemented a Power Hour to provide students in the elementary grades time within the day to receive specialized instruction at their level. At the high school level, a life and study skills class has been highly effective, according to teachers, leaders, and students. Students receive support during this class to increase the number of high school students graduating.

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.

- 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 or within the 2020-2021 school year. The challenge to improve overall academic success for k-12 students remains at this time. Although the Measured Growth Percentile (MGP) has improved at the school, the projected proficiency in grades third-fifth-at 17.4% and in grades six-eighth at 17.2% in the math content area. English language arts have a projected proficiency in grades third-fifth at 31.7% and grades 6-8 at 42.7%. This indicates that student proficiency is a challenge in both math and ELA for grades three through eight.
- Attendance and transiency continue to be a challenge at the Losee campus. The transiency rate is at 12.5% for the 2021-2022 school year. Although this is a challenge, members of the leadership team have a plan to improve these numbers within a one year time frame.
- The effects of the COVID pandemic and distance learning are a challenge. When students returned to the campus in August of 2021, there were behavioral issues and large gaps in learning. The leadership team and teachers have worked collaboratively to problem solve and respond to both.

RECOMMENDATIONS

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

1. Somerset Board members spoke favorably of their EMO, Academica, including sharing some tasks and responsibilities their EMO takes on. Board members noted that it is helpful 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 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 training the board on its governance responsibilities, nor should the Board or administration become overly reliant on the EMO to make decisions that overstep their role. It is recommended that Somerset Board partner with an external organization such as Charter Board Partners or National Charter School Institute to provide in-depth board training to ensure that board members understand their roles and are not reliant on a paid service provider to do so. An external training will also allow board members to better understand the working relationship with the EMO to ensure there is an appropriate balance of accountability and the EMO as a vendor with the school.
2. Consider implementing additional methods to identify students who may be confused or struggling during class instructional timeframes. Improve the perception of students' ability to ask questions and to speak up to ask about the learning assignments, or lesson contents. Even though students taking part in the student focus group did not report this issue, it is the perception of the parents that their children have had difficulty in some cases with asking questions during classroom instructional time. It is important to note that several teachers who took part in the staff focus group shared multiple best practices for providing students feedback and checking on student learning during instruction. One of these included providing students the opportunity to ask questions privately on a sticky note and sliding the question to the teacher. With the number of experienced and expert teachers at the campus, it is suggested that methods that allow students to ask questions be used as examples to share among teaching staff.
3. SPCSA staff recommend Somerset Academy – Losee pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned that there were several student learning regression challenges as well as undesirable behaviors resulting from the ongoing COVID-19 pandemic. Training for staff and school wide Social Emotional Learning (SEL) support through MTSS opportunities have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. It is noted that the school has employed MTSS structures, social-emotional lessons, and restorative justice practices.
4. Recognizing that the leadership team has implemented a Principal Advisory group and has published a parent newsletter on a routine basis, family members felt they could come to school leaders and voice concerns. They felt these concerns would be addressed in a timely manner. However, the communication between classroom teachers and family members could be improved based upon feedback from members of the family focus group. Family members would like to have more consistent communication with teachers on a regular basis. This includes the updating of Infinite Campus grades. It is recommended that the Somerset Academy – Losee campus school leaders and teaching staff work collaboratively to improve in this area of communication.

STRONG RECOMMENDATIONS

1. It is again recommended that the Somerset Board examine their method of currently 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 Somerset Board in assessing achievements, improving upon effectiveness, and ensuring that the EMO is functioning as effectively as possible. SPCSA staff would be happy to work with the Somerset Academy Board regarding this recommendation to ensure that the current evaluative method is enhanced.

DEFICIENCIES

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

¹According to Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.