



Nevada State Public Charter School Authority

Site Evaluation Report:
Somerset Academy of Las Vegas – Aliante
Evaluation Date: April 27, 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 27, 2022, at Somerset Academy Aliante. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 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 Aliante 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 Aliante is in North Las Vegas, Nevada in a facility at 6475 Valley Drive. The school serves 1,092 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school 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

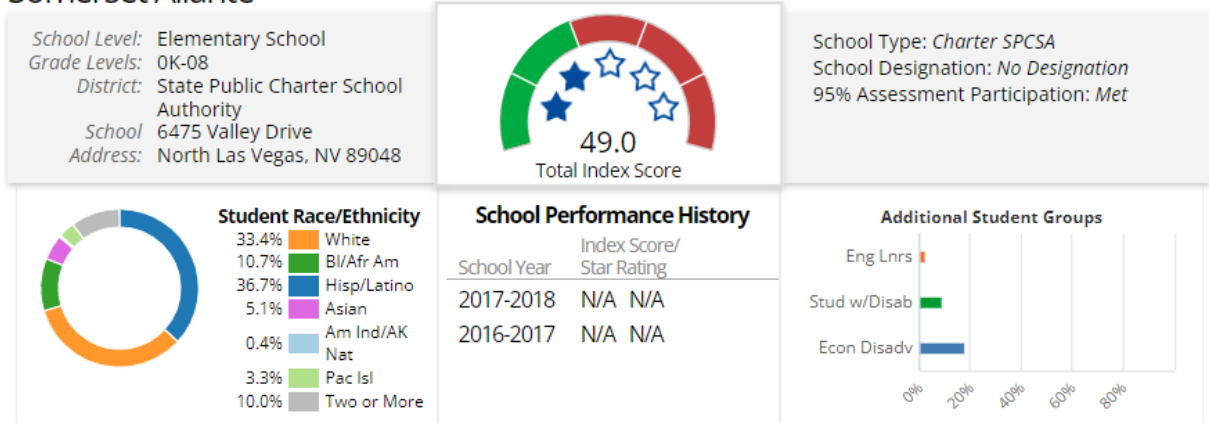
Nevada School Performance Framework 2019

Somerset Academy Aliante serves 1,092 students in grades K – 8.

Elementary School

Somerset Aliante

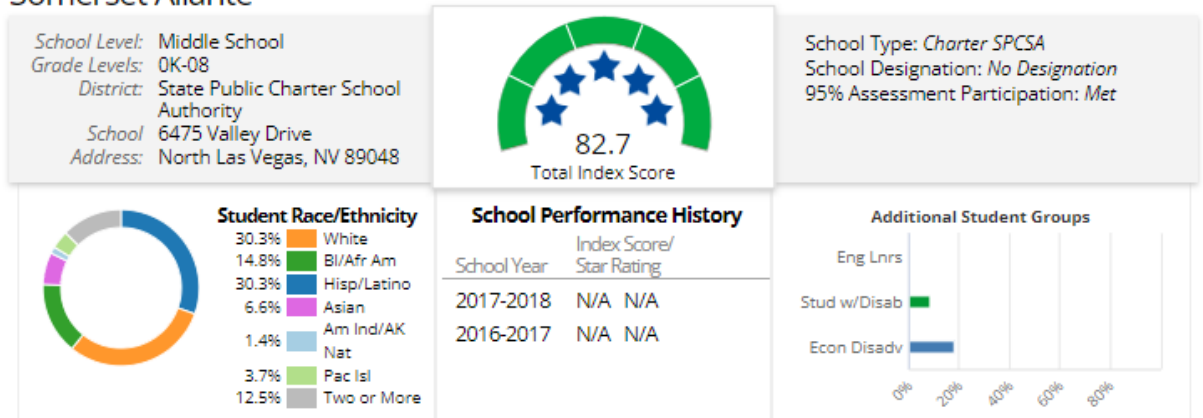
School Year 2018-2019 Nevada School Rating



Middle School

Somerset Aliante

School Year 2018-2019 Nevada School Rating



Somerset Academy Aliante

Math and ELA Results

Nevada School Performance Framework

2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.0	54.5	48.5			45.8
American Indian/Alaska Native	-	45.8	34.3			30.9
Asian	87.5	75.6	68.8			67.2
Black/African American	26.6	31.3	32.3			28.8
Hispanic/Latino	41.5	44.6	39.6			36.5
Pacific Islander	80.0	48.7	48.3			45.6
Two or More Races	59.3	58.2	55.3			52.9
White/Caucasian	53.4	62.3	59.3			57.2
Special Education	22.5	27.4	28.6			24.8
English Learners Current + Former	50.0	42.3	35.8			32.4
English Learners Current	40.0	32.4				
Economically Disadvantaged	40.6	39.8	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.5	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	75.0	78.5	75.4			74.1
Black/African American	30.0	40.9	42.6			39.6
Hispanic/Latino	48.6	51.1	48.2			45.5
Pacific Islander	80.0	51.8	57.9			55.7
Two or More Races	59.3	63.8	64.4			62.6
White/Caucasian	60.3	66.8	67.4			65.7
Special Education	22.5	26.7	30			26.3
English Learners Current + Former	55.5	42.2	41.4			38.4
English Learners Current	53.3	29.4				
Economically Disadvantaged	45.7	45.4	46.8			44

Middle School

Math Proficient

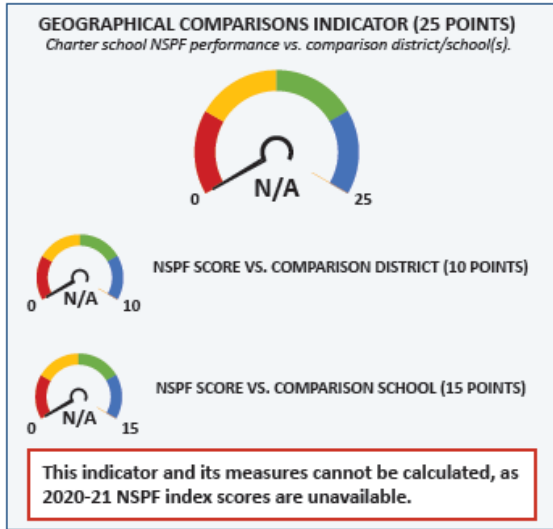
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.3	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	29.4	24.2	23.5			19.5
Hispanic/Latino	31.5	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	46.6	47.3	40.6			37.5
White/Caucasian	42.5	51.3	47.1			44.4
Special Education	0.0	12.1	18.6			14.3
English Learners Current + Former	-	26.9	20.2			16
English Learners Current	-	12.6				
Economically Disadvantaged	38.0	29.0	29.2			25.5

ELA Proficient

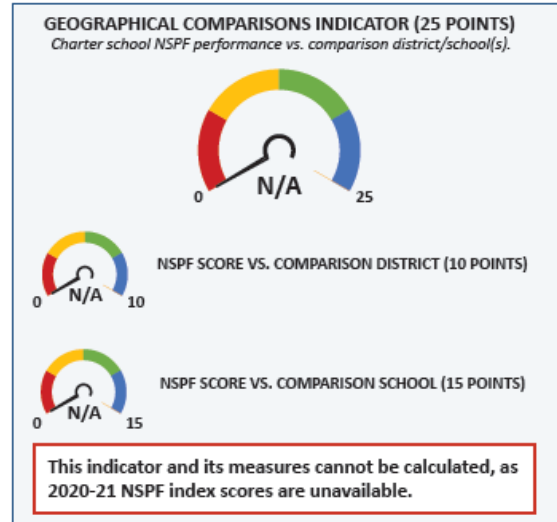
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	55.6	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	52.9	40.1	37.8			34.5
Hispanic/Latino	47.3	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	60.0	66.7	61.3			59.2
White/Caucasian	55.0	67.8	66.3			64.6
Special Education	18.1	19.9	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22.0				
Economically Disadvantaged	42.8	46.4	44.4			41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

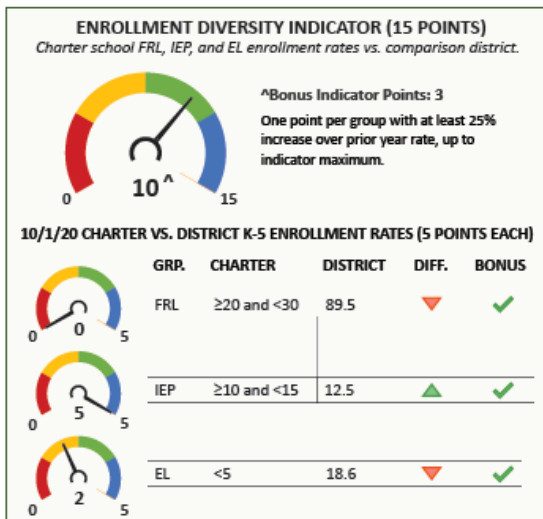


Middle School

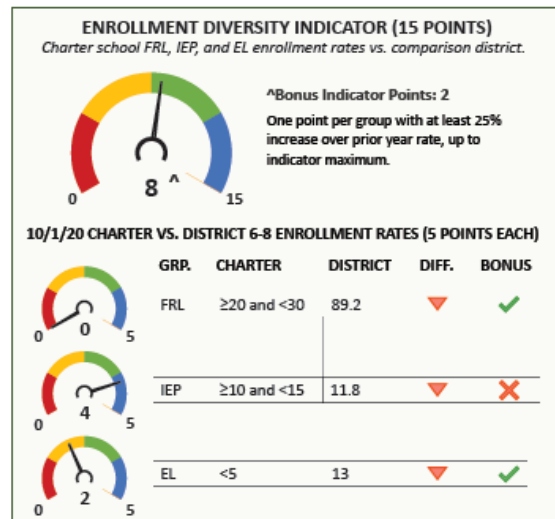


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	7	30 minutes
Students	12	30 minutes
School Leadership	4	30 minutes
Staff	9	30 minutes

Governing Board¹:

This focus group took place on April 27th in person and again on June 14th by written response. This summary applies to both Somerset Aliante 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. Participants in the family focus group were asked about Somerset Aliante's ability to provide quality instruction. Families said teachers' strength in guiding and instructing students has a "tremendous impact on student academic growth." Parents in the focus group shared several personal examples of their children advancing in content area learning. Families of upper elementary students said teachers incorporate projects and meet students at their individual learning levels, building a positive learning environment for all students. A parent said, her daughter can be "in different learning targets at her own speed and is not held back waiting while others understand." Several family members expressed appreciation for the Power Hour², indicating the focused time has assisted their children with their academic learning.
2. Some families in the focus group explained communication between Somerset Academy – Aliante and families could be improved. Several focus group participants were disappointed with conflicting and inconsistent information reported on Infinite Campus³, Google Classroom⁴, and ClassDojo⁵. Many parents indicated they don't always receive information about missing assignments on one platform and must check multiple software applications to obtain data. "There is also a delay in receiving grades and sometimes those are not the same across all of the applications." Several parents expressed frustration, especially for the older kids and when grades are not put in. In particular, parents noted that eighth grade students don't know what they did wrong and are just handed the grade. "There are no comments, no review, just a grade." Most families in the focus group said they are not kept up to date with specials. Other members of the family focus group said they were happy with communication and being kept up to date on student progress from teachers. One parent said her child's teacher "shares information about upcoming events and what specials will look like this week." This same parent went on, noting, "The teacher tells family members about how students did on a test a pre-test and then provides practice questions for the students to practice."
3. Families described things they would like to see changed at Somerset Academy – Aliante. Many parents would like their children to have textbooks. "We are provided with worksheets online but no book in hand and that's challenging." Several parents indicated would like to see communication from the specials. Family members said they have asked to see the curriculum used in the specials, but, "they have not provided it to us." Some parents revealed there have been concerns over the turnover in staffing the sixth grade and they would like to see that normalize. "In second grade there was some turnover, but now it is fully staffed, and we are happy with it." Consistent accurate communication from the school to families was another item families would like to see improve.

² Power Hour is designated time within the school day to provide focused interventions, and small group instruction.

³ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

⁴ Google Classroom is a free and open-source suite of online tools that allows teachers to set assignments, have work submitted by students, mark and return graded papers.

⁵ ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students in the focus group said they like attending Somerset Academy – Aliante to socialize with friends. A few students said they also appreciate the way teachers speak with them. Teachers refer to checking in on students and the work they are completing as ‘temperature checks.’ Sometimes the teachers will ask the students to explain “how I solved a problem.” A few students in the focus group valued the teachers who make lessons fun and engaging.
2. Students reported some peers have poor attitudes and can be disrespectful to teachers and other students. Several students in the focus group noted some students “can be mean to each other.” Many of the students in the focus group expressed they would like to see students with poor attitudes adjust their attitudes and, “be more positive about assignments.”
3. Students said they would like to see the school offer more elective options. Currently, seventh grade has no PE and health class, but they do take Spanish. Several students in the focus group said they would like to see a more consistent pacing to their lessons. Several students agreed that sometimes the pacing of a lesson is too slow and other times it is way too fast. A few students reported they liked completing projects but did not like sitting at the computer for lengthy amounts of time.

Leadership:

1. The Aliante leadership described how the school supports specialized populations, specifically English language learners (EL), students with Individualized Education Plans (IEPs), and candidates who receive free and reduced lunch (FRL). Leadership reports Aliante serves a large special education population, with 14-15% of the students receiving special education accommodations or having an active Individualized Education Plan (IEP). The school has a resource math specialist and a part-time special education (SPED) coordinator on staff. The SPED coordinator trains content area teachers on IEP accommodations and goals. School leadership noted that one teacher provides push-in supports for grades six through eight. Faculty have been trained on dyslexia, service logs, accommodation logs, and on how and when to communicate with parents. Faculty review best practices to support EL learners with the EL coordinator, who is Somerset Aliante’s assistant principal.
2. Leadership reported student social emotional needs are high upon the return to in-person learning post COVID. Teachers spend time one-on-one with students checking on when and what time they ate that day. Somerset Aliante’s dean transferred from Somerset Losee and has been on staff since November 2021. The dean trains teachers on classroom management and conducts parental outreach, building relationship between the school and families. A Safe and Respectful committee was formed comprised of eight parents and school leadership. The committee meets monthly and offers in-person and virtual attendance. The committee listens to concerns and strives to come together and solve school challenges according to school leadership.
3. Somerset Academy Aliante has an instructional coach operating more as a data coach. An Excel spreadsheet is updated regularly to reflect student academic data. The instructional coach utilizes

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Infinite Campus to capture students' academic and behavioral progress. Tutoring is created by triangulating students' tracked data. Power Hour is departmentalized for fourth and fifth grade, and leadership noted that this will expand to sixth grade next academic year. Leadership is monitoring student tracked data to gauge implementation of a GATE⁶ program.

Staff:

1. Staff shared how they feel about the school culture at Somerset – Aliante. Staff reported the school has a supportive environment and explained ways the administrative team demonstrates transparency. One staff member said, "There is a level of transparency. So even if administration can't help, they will say so." Staff listed diverse faculty and collaborative staff at Somerset Academy – Aliante as part of why they like working here. One teacher said, "I want to hang out with my friends. My work partners are my friends." One faculty member said, "Administration is accommodating and when we need stuff, we get it." Some faculty members in the focus group expressed appreciation for administration checking in with faculty, asking how they can assist.
2. Staff reported post pandemic challenges they are currently facing. Several staff members explained, "Students came back with gaps in social skills. We had to spend time teaching problem solving and social skills, which took time away from learning. However, learning can't take place without creating expectations." Staff shared they had to teach students how to behave in a classroom environment. One teacher said, "They don't have coping skills when they are faced with a challenge. We see students breaking down and crying when things do not go their way or when they can't figure something out." Additionally, staff reported learning loss and achievement gaps as a challenge. A teacher stated, "Kindergarten students didn't spell phonetically because they were used to asking their parents." Several staff members reported academic gaps in math and students not knowing math concepts have been challenging to address.
3. Staff report ways staff collaborate to use data to inform instruction. Staff reported the school employs a data coach to analyze data and present findings during data chat staff meetings. Staff reported student academic data is used to form instructional groups for power hour. Staff shared ways they adjust instruction to meet the needs of EL and students with an IEP. Staff reported they don't have a huge EL population, but EL teaching strategies and services are used to support EL students. Staff reported students with an IEP receive pull out services in the resource room, so students do not miss out on tier one instructional time. Staff also reported at the beginning of the year the SPED team provides training to staff and meets with teachers to go over student IEPs. Staff explained middle school students with an IEP receive push in services during instruction.

⁶ G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define GATE students as: "Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment."

CLASSROOM OBSERVATION TOTALS

A total of 20 classrooms were observed for approximately 15 minutes each on the day of the site 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: 11	Total: 9	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: 7	Total: 13	Total: 0	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: 9	Total: 10	Total: 1	Total: 0	Total: 0
Managing Student Behavior	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: 10	Total: 9	Total: 1	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 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 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: 7	Total: 12	Total: 1	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 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: 2	Total: 13	Total: 0	Total: 0	Total: 5
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. 1111
	Total: 1	Total: 19	Total: 0	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: 8	Total: 9	Total: 3	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: 7	Total: 12	Total: 1	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: 6	Total: 13	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 observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 8	Total: 11	Total: 1	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. In several elementary classrooms, co-teachers pulled small groups and worked on phonics and phonemic awareness skills. Other students utilized laptops to work on i-Ready target skills lessons.
2. In one elementary classroom, the teacher led instruction and clearly explained the purpose of the lesson. The teacher asked questions during the lesson. Students remained engaged throughout the lesson.
3. In one elementary classroom, students worked on worksheets in groups. Some students appeared to be disengaged and off task. The teacher attempted to redirect students. Some attempts were not successful.
4. During one elementary classroom Power Hour, the teacher was working with a group of six students and an Instructional Aide worked with another group of six students. The remainder of the students (about 12) were on lap top computers and working on i-Ready.
5. In several upper elementary math classrooms, students worked on math boards to solve math equations. The teacher walked around to provide one-on-one support to students.
6. In one lower grade classroom, the teacher asked students to discuss other students answers to math problems. Students were asked to use a sentence starter. The teacher asked what strategies they used to solve the problem.
7. In one upper elementary classroom, the teacher led discussions and introduced the purpose of the lesson. The teacher completed the activity with students' whole group. The teacher released students to finish the rest of the activity independently. The teacher walked around the room and provided one on one support to students as needed.
8. In one upper elementary classroom, a student presented a project, led discussions, and answered questions.
9. In one upper elementary classroom, students followed along as the teacher read aloud. The teacher posed a question and asked students to turn and talk with their tables about the answer.
10. In one library classroom, the librarian helped students find books based on their interests. Some students read books with a partner and other students read independently around the room.
11. In one middle school math classroom, the teacher led discussions on data analysis and inferences using dot plot and boxplot strategies. The teacher asked higher level questions and called on students to answer questions.
12. In one middle school classroom, the teacher led discussions on the Revolutionary War. The teacher called on students to answer higher level questions. Students appeared to be engaged throughout the lesson. Students worked in groups on their laptops to complete a project on the amendments. The co-teacher walked around to provide individual support to students as needed.
13. In one middle school classroom, students worked on typing an argumentative essay on their laptops. The teacher walked around to provide individual support to 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
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 Aliante campus uses Wonders reading curriculum for kindergarten through fifth grade. Grades six through eight use Collections curriculum and grade seven follows the StudySync curriculum for English language arts (ELA) and writing. Heggerty writing curricula is used for kindergarten and first grade. Literacy ALL Year is implemented during second grade and Wonders/Simplified Writing is used in grade three through five. Ready English Language Arts is used for grades six through eight. Somerset Aliante implements i-Ready Classroom Math and Go Math for the mathematics curricula. Generation Genius, Mystery Science and Kessler Science are implemented for science courses.</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>Academica hosts an annual hiring fair in the Spring. Middle school teachers are either highly qualified or working towards adding the endorsement in their content area. In-house substitutes on campus and instructional aides are encouraged to obtain a substitute license for emergency purposes. Tuition reimbursement is given to employees seeking careers in education or furthering their education.</p>
1c	<p>The school protects the rights of students with disabilities. Examples: 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>All teachers, special education personnel, and any other employee who is responsible for the implementation of any IEP, are required to document each action taken towards the implementation of any IEP. This includes daily documentation by teachers, special education personnel, and any other employee responsible for the implementation of an IEP of what was done to implement that IEP during any given day. All teachers, special education personnel, and any other employee responsible for the implementation of an IEP are required to use the form approved by the governing board.</p>

1d	<p>The school protects the rights of ELL students.</p> <p>Examples: 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>Administration pushes into professional learning community meetings (PLCs) with grade level content teachers once a month to provide support in best teaching practices and data analysis. Teachers also meet one-on-one with Principal Manning twice a year to analyze their i-Ready data and discuss the performance of their students.</p>
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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>Somerset Academy – Aliante adheres to emergency operations and conducts routine safety drills. Emergency drills occur monthly. Climate and culture surveys are conducted annually, and school safety 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. Continue to increase the number of students enrolled and considered a member of the special population category as Free and Reduced Lunch (FRL). 2. Include goal setting as a process with regard to what it is the student is trying to learn or achieve on a daily basis. 3. Instructional leaders and teachers take time to review aspects of math instruction. 4. Examine the current method of evaluating the EMO, Academica.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. Somerset Academy is reviewing a weighted lottery, which would prioritize students identified as a member of the FRL population. 2. Teachers are encouraged to post learning objectives on board on a daily basis. 3. Somerset Aliante has hired a part time math strategist, who has also brought in instructors from a regional professional development program to work with teachers. Aliante uses elements of Math 360 and has switched their math curriculum to i-Ready Math. Teachers have been offered several professional development courses throughout the year to strengthen math instruction delivery.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ul style="list-style-type: none"> ● The Aliante campus community continues to be challenged with adjusting to the return to in-person instruction. <ul style="list-style-type: none"> ○ While instruction has remained in-person for Somerset Aliante throughout the 21-22 school year, quarantine times and adjustments to virtual instruction for quarantined students remained a challenge. ○ Behaviors were challenging, as students reacclimated to school post-quarantine. ○ Need for reduction in chronic absenteeism ● Somerset Aliante Elementary School has been rated a 2-star school according to the NSPF Star system using the 2018-19 data.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Leadership at Somerset Academy – Aliante is perceived to be a strength by staff. Leadership reported they are working to address challenging behavioral and social-emotional needs through restorative justice practices. Leadership indicated math instruction has been prioritized. Math curriculum has changed to i-Ready to better align the curriculum.
2. Leadership at Aliante has taken a proactive approach to servicing students with special needs. Teachers participated in training and professional development (PD) on service logs, accommodation logs, and dyslexia. Teachers also participated in focused workshops on how to communicate with parents of students with special needs. The services currently provided to the EL population and students with an IEP are well defined at Somerset Academy – Aliante.
3. Aliante's leadership and staff are dedicated to the academic success of each student. Multiple avenues are utilized by the school when communicating student progress. In several upper elementary math classrooms, students worked on math boards to solve math equations. In many other classrooms, teachers asked questions and students were engaged in meaningful discussions about the learning. The school has implemented Power Hour, a time for students to receive specialized instruction and learn in small groups. Strong levels of feedback to students were observed throughout the day and it was clear that students were challenged. In addition, Class Dojo and its language translation system is used to communicate student academic progress to families.
4. Leadership reported they are addressing gaps in student achievement by developing the power hour, after school tutoring opportunities, and i-Ready club. It was clear through the evaluation that both school leadership and teachers are invested in continually improving student achievement. Power Hour provides students time within the instructional day to receive specialized instruction. Students receive instructional support at their academic level and within a small group setting to help them learn grade level content standards. Additionally, teachers use student academic data when making instructional and curricular decisions to create targeted lessons for power hour and to determine the level of interventions needed for push-ins and pull-outs to optimize student 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. School leadership reported the return to in-person learning during the 2021-2022 school year has accentuated academic achievement level gaps due to in-person learning loss. Students were removed from the structure and routine of the in-person school day when schools were closed during the pandemic. Classroom management and behavioral issues have arisen as students were removed from the structure and routine of the in-person school day. The return to in-person instruction has been difficult for students' social emotional needs. Family members, students, and school leaders expressed the return to in-person instruction carried a need to re-orient students behaviorally on "how to do school."
2. There are student academic concerns and challenges at Aliante's elementary school. The most recent NSPF data from the 2018-2019 school year shows Aliante as having a composite score of 49, which has placed the elementary grades at the two-star level. Aliante's middle school has a five-star rating based on the NSPF data. The need to improve academically remains a challenge at the elementary level.
3. Leadership, family members, students, and staff report Aliante has challenges with staffing. Members of the family focus group indicated teacher turn over at certain grade levels have been difficult for students academically. Substitutes, long term substitutes and the ability to hire qualified long-term staff have been challenging.
4. Leadership reported Somerset Academy Aliante has challenges with increasing the number of diverse students who receive free and reduced lunch (FRL), and/or are English learners. Somerset Aliante will be implementing a weighted lottery to improve enrollment of specialized populations.

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. SPCSA staff recommend Somerset Academy – Aliante continue to build and strengthen grade level team agency and capacity to solidify student academic systems. This includes systems strengthening systems such as power hour, and tutoring. The creation of the Safe and Respectful Committee has assisted in redefining the culture and climate of the school.
3. SPCSA staff recommend Somerset Academy – Aliante pursue Multi-Tiered System of Supports (MTSS)⁷ opportunities through the SPCSA. Members of the leadership team mentioned 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 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 Aliante has employed MTSS structures, social-emotional lessons, and restorative justice practices.
4. The SPCSA site evaluation team recommend Somerset Academy – Aliante continue to formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch (FRL) or are English learners (EL). While the school serves a representative number of learners with individualized education plans (IEP), Aliante should continue to leverage the board-approved weighted lottery policy for student enrollment, which provides additional enrollment chances for qualifying students, specifically those eligible for free or reduced-price lunch (FRL). Currently Aliante remains behind local, county, and statewide averages for this population and other key subgroups. Aliante should continue to work towards increasing diverse student groups through community outreach partnerships and thoughtful strategies to engage prospective students and families.

⁷ According 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.

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 – Aliante during this site evaluation.