



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy North Las Vegas

Evaluation Date: 1/19/2023

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Appendices

A: Nevada School 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 1/19/2023 at Somerset Academy North Las Vegas, (NLV). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the charter portfolio during the first, third, and fifth year of operation. This evaluation occurred due to a previously issued Notice of Breech and Site Evaluation Deficiency. Both notices were issued during the previous school year. The Authorizing team is required to conduct a follow-up site evaluation. This evaluation is designed to review targeted areas of concern. An analysis that addresses the academic success of the school and the effectiveness and viability of the school organization has taken place.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

SCHOOL BACKGROUND

Somerset Academy North Las Vegas is located in North Las Vegas, Nevada in a facility at 385 W. Centennial Parkway. The school serves 774 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of name of school is: "We will create an engaging environment where all are committed to lifelong learning, leadership, and excellence."

ACADEMIC PERFORMANCE

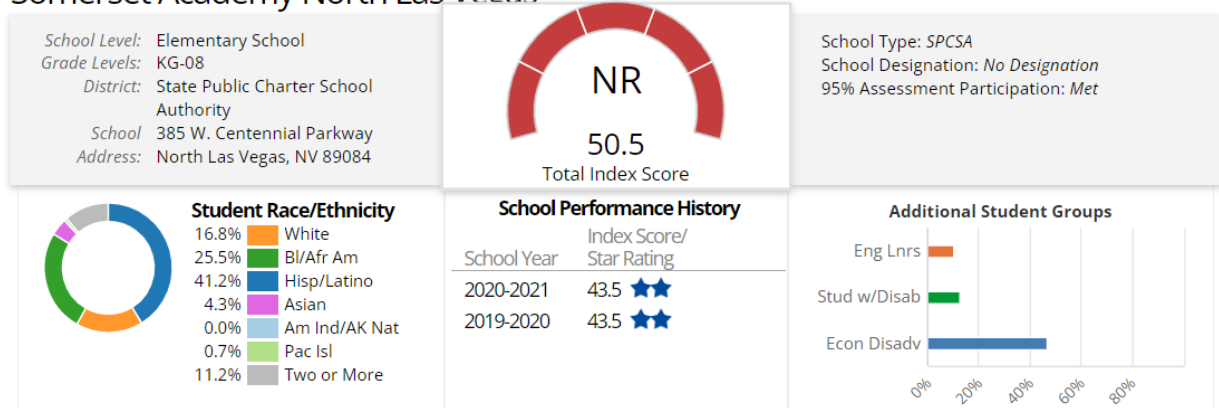
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Somerset Academy North Las Vegas

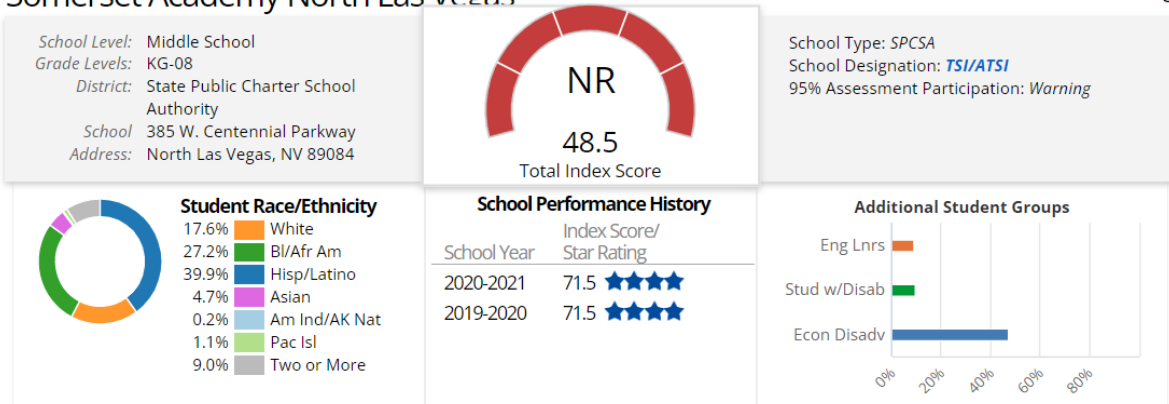
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy North Las Vegas

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.5	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	53.8	72.8	70.4			
Black/African American	12.9	30.3	35.7			
Hispanic/Latino	32.9	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	54.0	55.6	57.5			
White/Caucasian	36.3	60.7	61.3			
Special Education	18.7	26.3	32.1			
English Learners Current + Former	40.4	34.9	39			
English Learners Current	21.6	25.5				
Economically Disadvantaged	21.4	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.7	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	46.1	74.9	76.7			
Black/African American	23.6	39.8	45.4			
Hispanic/Latino	36.5	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	59.4	61.5	66.2			
White/Caucasian	59.0	65.5	69			
Special Education	27.6	25.5	33.5			
English Learners Current + Former	44.5	37.4	44.4			
English Learners Current	24.3	24.4				
Economically Disadvantaged	32.1	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	57.1	62.7	60.6			
Black/African American	10.8	18.2	27.3			
Hispanic/Latino	16.1	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	42.4	41.8	43.6			
White/Caucasian	30.5	48.1	49.8			
Special Education	7.1	9.7	22.7			
English Learners Current + Former	13.7	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	14.7	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	42.2	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	70.0	79.0	77.1			
Black/African American	38.3	41.1	40.9			
Hispanic/Latino	36.4	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	51.6	64.6	63.2			
White/Caucasian	47.5	67.2	68			
Special Education	7.1	18.0	25.8			
English Learners Current + Former	32.0	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	35.8	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

17/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

2/10 NSPF score difference of 1.4 between school (50.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 36 between school (50.5 points) and comparison school (14.5 points).

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

18/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

3/10 NSPF score difference of 3.8 between school (48.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 39.5 between school (48.5 points) and comparison school (9 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

11/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

3/5 School EL rate of ≥ 10 to $< 15\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 11.9%.

4/5 School EL rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	7	30 minutes
Staff	10	30 minutes

Governing Board¹:

- The board of directors for Somerset Academy of Las Vegas hold meetings once every other month and as often as needed to execute” their role². Board members reported their responsibilities include:
 - Setting the strategic direction for Somerset Charter Schools
 - Ensuring compliance with applicable laws, bylaws, and the charter,
 - Approving and overseeing the annual budget,
 - Approving management, operational, and service contracts,
 - Ensuring the financial health of the school through careful monitoring and proactive action,
 - Hiring an independent auditor,
 - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
 - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “Some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school.” Another board member indicated one approach the board has taken. “We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.

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

² The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas- Lone Mountain, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

FOCUS GROUP SUMMARY continued

- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families

- Families noted changes at the school since the start of the new school year in August of 2022. Several parents like the new scheduled learning time of 8:00 am to 2:45 pm. Parents reported this is better than the previous longer day, especially for young children. Many of the families said they are happy to have the school in the new fewer grade level configuration of kindergarten through fifth grade, rather than through eighth grade. Family members explained their appreciation of the small more intimate feel of the school with fewer grade levels of kindergarten through fifth grade. Families reported the campus is more welcoming and inclusive this school year.
- Family members said their children look forward to coming to school each day. One person said, “My daughter loves it here and the other children are very welcoming. She has a disability and I see the attention from the school staff toward her.” Another parent said, “My son loves his teacher and has developed many friendships. I am amazed at the energy and responsiveness the teacher offers to all of the students in my son’s classroom.”
- Several family members were in attendance for the parent teacher conferences this school year. Many parents explained that they appreciate the information shared about their child from the classroom teacher included both social and academic aspects. One person said she attended via Zoom and it went very well with information that was useful. Another family member said that her child’s current teacher is not very approachable and provides only short brief answers to parent questions, such as, “Okay, we will work on it.” This parent would like this particular member of the teaching staff to be a bit more responsive and communicative. Another parent described conferences as extremely productive because her young son has trouble paying attention at times. She appreciated the help and thoughtfulness of the teacher in coming up with a behavior plan to work on in partnership with the family to guide her student to success.
- Family members said that the school leaders are more visible to students this year. One parent said, “The staff here are very friendly and ask me how I’m doing. They know my child’s name.” Parents would like to see more communication in terms of being informed if their young child went to the nurse during the school day, as they do not like discovering this after the fact from the child after the school day has come to an end. Another family member admitted to hearing a teacher in the school yell at the students on several occasions when she comes to the school. The parent said, “It makes me feel uncomfortable and sad to hear this. I hear this one teacher each time I come to the building on my way to help out in my child’s classroom.” Parents were asked about suggestions for improving the school overall, and responded by saying they would like to see the students have more opportunity to move throughout the day and take part in physical education on a daily basis.

Students:

- Students shared they like attending Somerset North Las Vegas for several reasons. One student commented, “I like seeing my sisters and friends.” Another student said he likes his teacher. He said, “She is funny.” One younger student said, “My teacher tries to make learning fun and I like that after sixteen positive marks from my teacher, I can get a Student of the Month award.” Students commented they feel welcome at school. One student said, “I like how they decorated the school this year and how colorful it is.” Another student said, “I feel welcome here because the school looks so clean and I hear laughter in other classrooms and the hallways.”
- Students talked about learning at school. Several students said that during certain times of the day they learn using the i-Ready online program and in small groups of about six students. One student described the Reading Rodeo, which is held daily, “We line up in the hallway and go to a different classroom. If the day before you were in the first rotation, then the next day you are in the last group to see the teacher.” Students said they set goals for themselves at school. One student said, “I want to go to college and get straight A’s” Another student explained, “My goal is to have perfect attendance and play basketball.” Students said grade checks are conducted each week for those on competitive teams such as softball and cheerleading.
- Students made suggestions for improvement. Some students would like to have lockers because books are heavy to carry in between classes. A few students were concerned about the way some students treat others. One student suggested, “It would be nice to have an adult have talks with both students when a problem happens and get it worked out.” Students would like to have a music class and an opportunity to have PE inside of the school on hot days. One student would like to see the garden improved and have other students stop removing the sticks (which indicate the type of plant) from individual plants.

Leadership:

- School leaders spoke about changes to improve the levels of student achievement and proficiency at Somerset North Las Vegas. The school leader said, “We have Reading Rodeo, which is small group learning for focused instruction. We implemented Core Knowledge ELA Curriculum in grades kindergarten through fifth and are strategically using MAP³ results to make on the spot analysis of student learning.” Another leader explained, “We have hired instructional assistants in classrooms to support student learning.” School leaders added that they are focused on having highly skilled and qualified teachers in each classroom. In addition, leader said that individual student progress monitoring is now done by the classroom teachers. Leaders said this has been implemented so that teachers are well informed about the nuances of each student’s growth and the testing and monitoring one on one is more informative than having another staff member conduct the analysis. The school leader commented, “We offer math tutoring, and our grade level teams meet each week to plan, discuss data, and have collaborative teaching conversations. We hired an Educational Consultant to work with our first- year teachers. He is a retired school leader and serves as a new teacher mentor. He talks to teachers in a non-threatening way, spends time with our coaches, and has been such a great addition.”

³ MAP-Measures of Academic Progress is a computer-adaptive assessment utilized to measure student growth to inform and personalize instruction.

FOCUS GROUP SUMMARY continued

- In terms of student behavior and conduct, school leaders said staff were trained in class behavior management strategies, CHAMPS⁴, and PBIS⁵. The school leader said, “We want our students and teachers to feel welcome, honored and to have clear expectations. Each classroom has expectations for behavior posted.” Members of the focus group said the North Las Vegas campus has an SST (Stallion Support Team) to review academic and behavior information and interventions take place according to student need. For example, small groups with the counselor to support grief social skills, self-esteem, and positive discipline.
- The school leader said that staff uses i-Ready⁶ data to inform instruction. She said, “Using i-Ready data teachers can view the test and lesson results for each student and can adjust the instructional level path on the i-Ready system if a student has already mastered a set of content. We don’t overdo i-Ready and do not set home expectations for working on this learning. Instead, students work on their i-Ready lessons at school when they are not meeting with a teacher in a small group during the Reading Rodeo time each day.” Other members of the leadership explained they facilitate i-Ready competitions for students to incentivize lessons passed. One leader said, “These competitions are between grade levels and during the last competition, second grade won. Students celebrated with an award. It is exciting to see the academic growth taking place this school year.”
- The school leader said she and the leadership team have worked very hard to make the school more inviting to all and to strengthen the overall culture. She said, “The building is welcoming and there is a sense of pride. We have new paint and lighting and all windows allow the maximum amount of natural light into the building. The previous damage to the school has been repaired and new decals are strategically placed on visible areas of the school. Each teacher was provided a budget to spruce up individual classrooms.” The school leader said she gave a mid-year survey to staff and the results show most staff see improvement. The leadership team is working to build trust and show that they will act on suggestions from staff. Small thank-you items and notes of appreciation to staff are provided each week to express and acknowledge the hard work and dedication the staff engages in each day.

Staff:

- Staff shared several changes to the campus this year which included the Reading Rodeo⁷, fewer mundane expectations, more focus on high quality instruction, and an improved building in terms of appearance. One person commented, “The building is warm, bright, kid-friendly, with decorations. It feels like a school. Without the middle school there are fewer extreme behaviors. The focus is on supporting all student learning and we have many more supports to do so.”
- Staff spoke about the MTSS⁸ process and said it has improved since last year. One teacher remarked, “I don’t see kids running around the hall this year and I have not had to take classroom behavior problems to the school leaders.”

⁴ CHAMPS is a system of expectations that work with any set of rules, rewards, or consequences. The acronym stands for C-Conversations, H-Help, A-Activity, M-Movement, P-Participation, S-Success.

⁵ PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

⁶ I-Ready is an student individualized assessment and instructional tool.

⁷ Reading Rodeo is a term used to describe a time when students work in small groups with teachers to receive literacy instruction.

⁸ MTSS- Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.-

FOCUS GROUP SUMMARY continued

Another teacher commented, "I have had to call for school leader support once this year and they came quickly to diffuse the situation with the student. We feel like a team and support each other. Sometimes kids just need a break and a chance to calm down."

- Teachers were asked about the new school educational consultant. One teacher commented, "He has come to our PLC meeting to see how it is run. We talked about data, and teaching logistics. He works with new teachers as well and observes them every so often. He will provide feedback about teaching and guide us to improve in areas that our leader would want to see during a walk-through or a formal observation of our teaching practice" The consultant asks us questions such as, 'what are other ways you can handle this?', 'have you thought about using other Kagan strategies or engagement strategies such as partner talk?' He doesn't tell us what to do, but asks questions so that we can process and think about how to improve."
- Teachers talked about engagement and asking high level questions. One teacher commented, "One thing I have done is to include vocabulary words to go along with the content. We talk about the words, what they mean and create a body movement to help students remember and to get students out of their seats." Another teacher said, "I've tried to improve the learning process and include learning games, relay races, different music, and relating new learning to students' lives such as current events." Several teachers spoke about ways they have increased the levels of student engagement in learning. Teachers spoke about hands on science experiments and having students complete long division problems on the classroom white boards. In addition, instructional staff spoke about using mental math, trivia games, and ways to engage readers during read-aloud by asking questions ahead of time so that students will listen to find the answer. One teacher commented about strategic questioning and said, "A good thing about the new reading program is they provide questions ahead of time which is have been engaging and challenging to students." A second teacher said, "I use differentiated questions and ask the students to turn and talk to a neighbor or table group to later share with the entire class."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 15	Total: 11	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 15	Total: 11	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's 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 of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 13	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	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: 24	Total: 0	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 21	Total: 1	Total: 0	Total: 0

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 14	Total: 10	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 10	Total: 13	Total: 0	Total: 0	Total: 3

Additional information about the classroom observations shared here when applicable.

1. In this early grade classroom, students were in one group of five with a teacher and worked on sounding out and reading sight words. In another group of six, students were with another teacher speaking and writing words. Eight other students were working on computers at their developmental level on i-Ready.
2. In several lower elementary classrooms, students participated in small group differentiated instruction rotations. Co-teachers pulled small groups and provided targeted interventions.
3. In this early grade classroom, students worked in two small groups of five each. The remainder of the class worked on computers and wore ear phones. A third adult made sure students were connected to computers and were engaged.
4. This early elementary classroom teacher checks writing of students one by one and provides detailed individual feedback. The teacher works quickly and oversees the others taking part in writing. Another adults looks over and sends students to teacher when appropriate.
5. In a early grade classroom students practiced word sounds in a whole group setting. Students were engaged, teacher voice was easy to hear, several forms of feedback were provided.
6. In an upper elementary classroom, students were learning about mixtures in science. The teacher provided an assortment of Depth of Knowledge (DOK) questions prior to the experiment. She reminded students to take notes. Her voice was easy to understand and she kept the pace moving. Students were engaged and learning was interesting.
7. In an art class, the teacher had a routine for passing out materials and students eagerly awaited being called upon to get their materials and begin. The art room was decorated with imagination and was highly inviting to students.
8. In a classroom students learned about the muscular system and the teacher posed examples or strong and weak details. Students were asked to move to one side of the room either left or right depending on if the detail was weak or strong. Teacher provided immediate feedback to students.
9. In a second grade class students were rewarded for passing i-Ready lessons. Students were enthusiastic for themselves and clapped for other students too. There were table captains to pass out math journals and this classroom atmosphere is positive.
10. In an upper elementary classroom, students took turns reading aloud. The instructor asked text-dependent questions.
11. In an elementary classroom, students work with a teacher in small reading group, another teacher in a small writing group and others worked on i-Ready lessons independently. There are high levels of student engagement.
12. In a mid-level elementary classroom, the teacher uses a loud and demanding voice to direct students as to what procedure to follow.
13. Students in an upper elementary class were asked to discuss their thoughts about new learning which took place the prior day.
14. In an early elementary classroom, young students followed teacher directions and successfully transitioned from learning on a carpet area to individual desks. Students appear calm and happy.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>As presented during the leadership presentation, Somerset North Las Vegas implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students with an IEP or learning English as a new language have supports.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The Somerset board complies with governance requirements with applicable laws, bylaws, and the charter. Board members have undergone training and open meeting law requirements met.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Staff and student records are stored in a secure location</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's office.</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.

Summary of recommendations, strong recommendations, and deficiencies from most recent site evaluation

The previous site evaluation was conducted on 10/6/21.

Recommendations:

1. It is recommended that teachers within the Elementary and Middle school be given ample time to develop an in-depth understanding of the discipline they teach.
2. It is recommended that several teachers dedicate professional learning time to cultivate classroom management skills.
3. It is recommended that Elementary teachers enlist best practices geared toward higher levels of student engagement.
4. School leader/s develop trusting relationships with members of the staff and minimize extra expectations when possible.

Deficiency:

1. At the Elementary school level improve:
 - A. Classroom Management
 - B. Classroom Tier 1 Instruction

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.

1. To lead to greater levels of understanding the curriculum: Instructional coaches at the K-2, 3-5 and a math K-5 Instructional coach as well as a K-5 data coach.
 2. To cultivate improved classroom management: coaches provide modeling and support for improved classroom management. Leader in Me Training and implementation, restorative justice circles.
 3. For improved engagement in the classroom: implementation of high yield engagement strategies such as hands-on activities and student speaking opportunities as well as relationship building took place.
 4. Leadership team/new school leader- clear expectations and open door policy.
1. Deficiency

	<p>A. Classroom Management:</p> <ul style="list-style-type: none"> • 3 instructional coaches and 1 data coach hired • MTSS through the SPCSA • Leadership team provides weekly newsletter with instructional and behavior management strategies and ideas • Classroom visits and observations • Implemented school-wide positive behavior intervention supports <p>B. Classroom Instruction:</p> <ul style="list-style-type: none"> • Reading-small group instruction implemented • Core Knowledge Language Arts curriculum and training implemented • Ready Math curriculum and training • Explicit Phonics, Depth of Knowledge questioning, structured literacy, EL strategies,/dyslexia training, effective centers -training in each • Coaches help with lesson plans, and provide lesson feedback as well as modeling of best practices in instruction • Educational consultant works with first year teachers • Grade level meetings: working toward a PLC model
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<p>All four of the recommendations from above have been addressed. Each is formally addressed within the strengths, challenges, and recommendation section of this report.</p> <p>The Deficiency has been fully addressed as measured by the Elementary school index score, and the improvements to both the learning environment and classroom instruction as noted in the classroom observation rubric and the written notes about the observations on page 12 of this report. <u>No Deficiencies remain in place at this time.</u></p>

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

- Several changes have been implemented to improve the quality of instruction at the Somerset North Las Vegas campus. There is an urgency among school leaders and teaching staff to implement methods to increase student achievement. To this end, staff has added a single curriculum-Core Knowledge, for all grades to better implement English Language Arts instruction. Staff uses i-Ready data to track and provide student interventions and to incentivize students to pass lessons. Data from i-Ready is used to create small group instruction and provide instructional interventions. Leaders, staff, and students reported improved levels of student engagement and the evaluators rated 14 of 26 classrooms as “Distinguished” in the area of student intellectual engagement in learning. An emphasis on student movement has been noted and was observed on the day of the evaluation. In addition, staff spoke about improved lesson pacing and evaluators took note of several instances of high levels of student engagement due in part to excellent lesson plan and pacing at a given grade level.
- A new school leader was hired last spring of 2022. A welcoming and positive school environment has been created in addition to a more positive school culture. Teachers reported having high levels of job satisfaction during the staff focus group. The school leader has removed extra expectations such as decorating a bulletin board each month, and instead rallied the staff to focus time and effort on outstanding instruction and high levels of student learning. The school leader requested feedback from the staff at mid-year and staff reported that they support the new leader and feel dedicated to their students and the families. The small group instruction, and increased numbers of instructional aides as well as four coaches and one educational consultant have provided strong levels of support to teachers and students. The school building has been transformed and has a new improved atmosphere. There is new paint and lighting throughout the building. New school decals are strategically placed and visible and the school is maintained in a clean and orderly fashion. A new custodian was hired and each teacher was given a budget to spruce up their classrooms to begin the new school year. The families, staff, and students take pride in the school.
- The professional learning at the North Las Vegas campus has been thoughtful. Learning topics were selected to strategically address previous concerns. There was ample evidence that new learning was implemented within the classroom settings per pages 11-14 of this report. Of the 26 classrooms rated, 15 were rated “Distinguished” in the area of Classroom Learning Environment, and 15 were rated “Distinguished” in the area of Creating a Culture for Learning. Other ratings indicate 13 classrooms were rated “Distinguished” in the area of student awareness of learning goals and 12 were rated “Distinguished” in the area of students understanding the purpose for learning. Professional Development topics included small group reading, Core Knowledge, Ready Math, Explicit Phonics, Dyslexia, effective centers, positive behavior intervention supports and MTSS through the SPCSA.

- Strong levels of support for both students and teachers has been provided during this school year. These include a grades K-2 instructional coach, as well as a grades 3-5 instructional coach, a data coach and a math coach. An educational consultant has been hired and provides strong support to all staff with a focus on first year teachers. It is important to note that coaches help with lesson planning, provide lesson feedback, and model best practices in instruction. School leaders, the educational consultant, and the coaches attend select PLC meetings to provide guidance and support and to answer questions for grade level teams. School staff are working toward a strong PLC model. The leadership team provides a weekly newsletter with instructional and behavior management strategies and ideas which is designed as another way to support Distinguished classroom practices.

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 North Las Vegas campus is operating under a Deficiency issued during the previous 21-22 school year due primarily to classroom management issues as well as the need to improve Tier 1 instruction. The school has developed a plan to address this and have been implementing the plan since spring of 2022. The plan addresses changes to instructional methods and classroom environment and management, but remains an ongoing priority for the school.
- Chronic absenteeism continues to be a challenge at this school. It is important to note that members of the leadership team and school staff are focusing on improvement in this area.
- A focus on continued improvement in student proficiency and higher levels of student achievement continue to be a challenge at this campus. It is noted that significant instructional improvements were observed during the classroom observational portion of this evaluation.
- Continued efforts to bring levels of positive student experiences within the classroom to higher levels as measured through positive reinforcement of rules, re-teaching expectations, and adults modeling calm and kind behaviors is still a challenge. It is important to note that significant improvements in this area have taken place; however, this area remains a challenge in terms of a few individual members of the teaching staff. In addition, sustainability of improvements is a challenge.

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.

- Continue to work on strategies to improve chronic absenteeism. The North Las Vegas campus chronic absenteeism rate is high as compared to the SPCSA average. Chronic school absenteeism has been identified as a precursor to undesirable outcomes in adolescence, including academic failure, school dropout, and juvenile delinquency. Consider creating a task force or working group that focuses on key educational strategies to improve school attendance. Some schools have encountered success by tapping community resources, celebrities, mentors, and businesses to encourage students as early as kindergarten to go to school more regularly.
- It is recommended that the Somerset North Las Vegas campus continue to pursue Multi-Tiered System of Support practices. The supports have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address academic and classroom management concerns. This continued school-wide effort may result in improvements to classroom environments, lower levels of chronic absenteeism, and a continued emphasis on positive relationships between families, students, staff, and school leaders.
- Continue efforts to sustain and build upon instructional best practices. Significant improvements within a short period of time have taken place. Continue to monitor instruction and provide high levels of support and coaching. As this school year comes to an end and another begins, continue to retain highly motivated and skilled instructional staff. SPCSA evaluators recommend the previous deficiency be removed, however, it is suggested that school leaders and staff continue to implement both instructional and behavioral supports to reach sustainability and progress in these areas.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset North Las Vegas during this site evaluation.

DEFICIENCIES

The previous deficiency has been resolved at this time. SPCSA staff did not identify any new deficiencies for Somerset North Las Vegas during this site evaluation.