![Nevada State Public Charter School Authority logo]

Site Evaluation Report: **Somerset Academy Stephanie**
Evaluation Date: 1/31/2023
Initial Draft Report Date: 4/19/2023

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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/31/2023 at Somerset Academy Stephanie. 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.

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 Stephanie is located in Henderson, Nevada in a facility at 50 N. Stephanie Street. The school serves 958 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 provide equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."
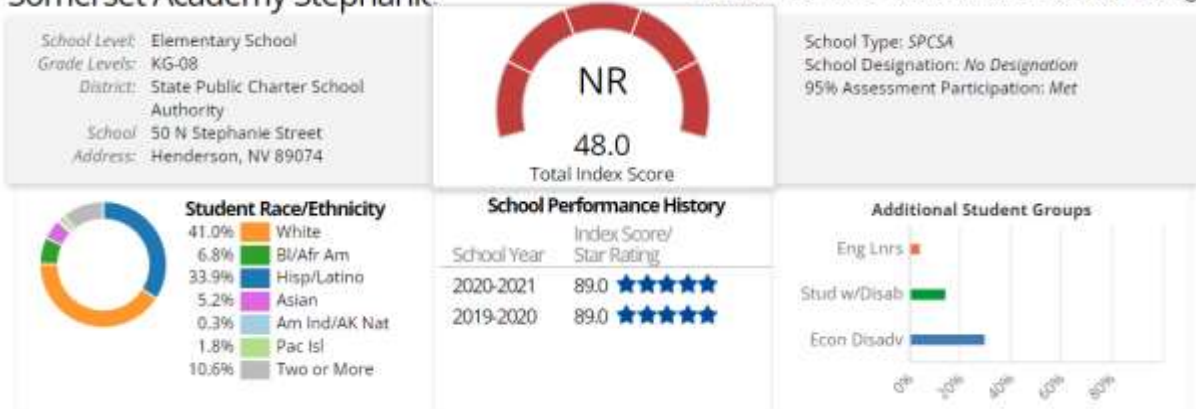
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

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

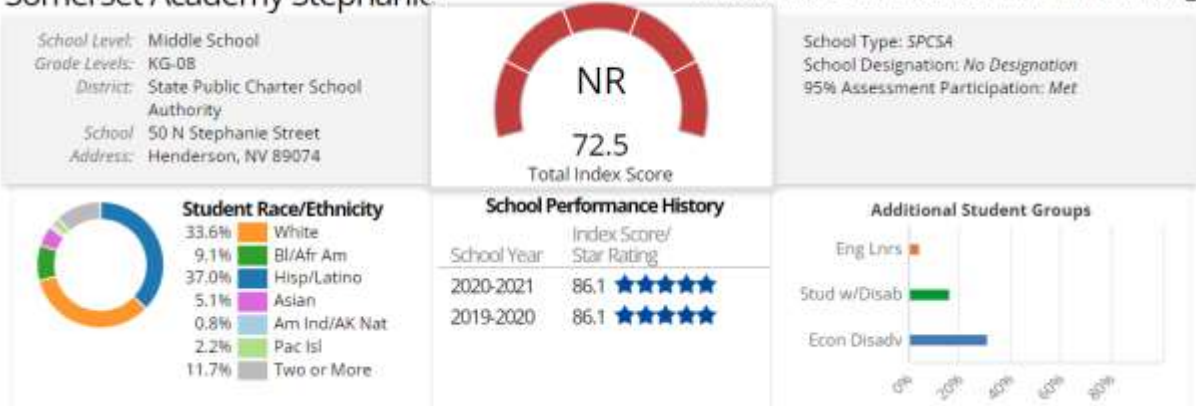### Elementary School

Somerset Academy Stephanie — School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 50 N Stephanie Street, Henderson, NV 89074

NR
48.0
Total Index Score

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

Student Race/Ethnicity
41.0% White
6.8% Bl/Afr Am
33.9% Hisp/Latino
5.2% Asian
0.3% Am Ind/AK Nat
1.8% Pac Isl
10.6% Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	89.0 ★★★★★
2019-2020	89.0 ★★★★★

Additional Student Groups
Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School

Somerset Academy Stephanie — School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 50 N Stephanie Street, Henderson, NV 89074

NR
72.5
Total Index Score

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

Student Race/Ethnicity
33.6% White
9.1% Bl/Afr Am
37.0% Hisp/Latino
5.1% Asian
0.8% Am Ind/AK Nat
2.2% Pac Isl
11.7% Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	86.1 ★★★★★
2019-2020	86.1 ★★★★★

Additional Student Groups
Eng Lnrs
Stud w/Disab
Econ Disadv

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	43.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	64.7	72.8	70.4			
Black/African American	20.8	30.3	35.7			
Hispanic/Latino	39.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	32.2	55.6	57.5			
White/Caucasian	51.2	60.7	61.3			
Special Education	17.6	26.3	32.1			
English Learners Current + Former	32.0	34.9	39			
English Learners Current	18.7	25.5				
Economically Disadvantaged	32.1	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	70.5	74.9	76.7			
Black/African American	37.5	39.8	45.4			
Hispanic/Latino	39.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	51.6	61.5	66.2			
White/Caucasian	55.3	65.5	69			
Special Education	21.5	25.5	33.5			
English Learners Current + Former	27.4	37.4	44.4			
English Learners Current	12.5	24.4				
Economically Disadvantaged	41.3	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	52.6	62.7	60.6			
Black/African American	16.6	18.2	27.3			
Hispanic/Latino	30.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	26.8	41.8	43.6			
White/Caucasian	33.3	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	19.4	20.1	24.2			
English Learners Current	7.6	7.6				
Economically Disadvantaged	23.8	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	60.6	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	63.1	79.0	77.1			
Black/African American	43.3	41.1	40.9			
Hispanic/Latino	63.9	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	58.5	64.6	63.2			
White/Caucasian	62.1	67.2	68			
Special Education	18.0	18.0	25.8			
English Learners Current + Former	58.4	38.8	28.1			
English Learners Current	38.4	16.7				
Economically Disadvantaged	55.0	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).

2/25
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 -1.1 between school (48 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15
NSPF score difference of -24 between school (48 points) and comparison school (72 points).

Middle School

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

25/25
15 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)

10/10
NSPF score difference of 27.8 between school (72.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15
NSPF score difference of 46.5 between school (72.5 points) and comparison school (26 points).

SPCSA Academic Performance Framework
Diversity Comparison Result

Elementary School

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

9/15
Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5
School FRL rate of ≥30 to <40% 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%.

1/5
School EL rate of <5% 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.

10/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5
School FRL rate of ≥30 to <40% compared to district Gr6-8 FRL rate of >95%.

5/5
School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 11.9%.

3/5
School EL rate of <5% 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	10	30 minutes
Students	10	30 minutes
School Leadership	5	30 minutes
Staff	14	30 minutes

Governing Board[1]:

- The board of directors for Somerset Charter schools "meet once every other month and as often as needed to execute" their role[2]. 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, and 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.

- Board members reported how their Educational Management Organization (EMO), Academica, is evaluated yearly. "The lead principal for Somerset Charter Schools develops survey questions alongside his team. The survey is then distributed to all Somerset schools." The lead principal and his team obtain

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[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 Nevada charter; 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 SUMMARIES

FOCUS GROUP SUMMARY continued

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 reported that the school communicates with families often. A participant from the family focus group shared, "I speak to the health office quite frequently. If my child has to go to the health office they call me." One family member participant said, "My child is in the Special Education (SPED) program and has an aid that stays with her all day. The SPED director contacts me and sends pictures. This school has the best SPED program." Another family member said, "The school sends a weekly newsletter, the elementary and secondary teachers send newsletters, and they post updates and events on social media outlets."

- Several parents shared that they hear their child using academic language at home often. One parent shared, "My child comes home every day telling me what she learned at school." Another parent said, "My daughter has a speech delay and didn't talk for a long time. She is now using the language she learned from school to communicate at home."

- Family members reported they are invited to participate in school events. A family member participant said, "The Parent Teacher Organization (PTO) at this school is phenomenal. Our PTO organizes events like the Fall Festival and father/daughter/mother/son dances." Another family member said, "A school event that I love is the uniform exchange. People bring their gently used uniforms and sell them for less. Participants can also get credit to purchase new uniforms if they donate their gently used clothes." One more family member explained, "The school has different optional volunteering opportunities for the parent's busy schedules. Whether it's volunteer time in the school, sending home things to cut out, or online wish list purchases."

Students:

- Students reported they are provided with several opportunities to speak with peers, lead a discussion, and explain their thoughts to others in the class. One student said, "We have accountability partners and discuss our thinking with them often." Another student explained, "We get assigned tasks and present to the class." One more student shared, "My teacher calls on students to come to the board to explain our thinking to the class."

- Students shared they were made aware of the expectations for behavior at the beginning of the school year. A student shared, "We have a CHAMPS[3] board to remind us of the expectations for each activity. The students lead their class in reviewing the CHAMPS expectations throughout the day."

- Several students said they feel comfortable asking for help in class. One student said, "Our teacher asks who needs help after the lesson and will meet with us to review the lesson in a small group." One more student shared, "First, I ask other students for help and if they don't know then I ask my teacher."

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[3] CHAMPS is a proactive approach to classroom management. The acronym stands for Conversation, Help, Activity, Movement, Participation and Success. The teacher must address these different elements before starting any activities to ensure smoother lessons and effective learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:
- Leadership reported several ways they are addressing chronic absenteeism. One member of leadership shared, "We have implemented school-wide incentives for attendance. Each classroom fills in a letter on the party time attendance chart when all students are present. Students are excited that they'll get to attend a party once all the letters are filled in. Students are motivated to attend school." Another member of leadership reported, "We also call home if students are absent. Our staff educates families on the importance of attending school."

- In the previous site evaluation report, it was noted that there were few classrooms rated as distinguished. This resulted in a recommendation to elicit more student-generated higher-level questions and student-led activities. Leadership reported several ways they are addressing this recommendation, such as providing coaching, mentorship, and training to staff. One leadership member explained, "We have provided professional development to increase higher-level thinking. For example, we trained staff on the depth of knowledge levels[4] and Bloom's Taxonomy[5]. We have seen a lot of growth in our teacher's instruction which has resulted in positive outcomes in their data."

- Leadership reported ways they are working to increase student proficiency in efforts to achieve higher NSPF index scores for Somerset Stephanie, with a high focus at the elementary level. Leadership explained, "We are tracking interim data with a data specialist for projected star ratings. The data specialist trains teachers on how to analyze their student data to look for deficits. We've also implemented IEP at a glance documents to provide teachers with a snapshot of students' IEPs."

Staff:
- Staff reported they foster academic language in the classroom often. One staff member said, "I use sentence stems to help students develop academic language within sentences." Another staff member shared, "I use online educational platforms and post responses to facilitate student discourse." One more staff member explained, "I model academic language in the classroom." Several teachers reported they use structures for cooperative learning.

- In the previous 2021 site evaluation report, it was recommended that staff at this school work to increase student voice in the classroom. Several staff shared professional development opportunities they have had around student voice or student-led instruction. A staff member shared, "We have had professional development opportunities for cooperative learning best practices." One staff member communicated, "The Leader in Me[6] program is not as prominent here at this campus. I would like to bolster the leadership program here as this will help with increasing student voice in the classrooms."

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[4] Depth of knowledge (DOK) refers to the level of understanding required to answer a question or perform an activity. This concept is most often applied to the thinking that students do during assessments and other standards-driven evaluations.

[5] Bloom's taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Specific learning outcomes can be derived from the taxonomy, though it is most commonly used to assess learning on a variety of cognitive levels.

[6] Leader in Me is an evidence-based, social-emotional learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on secular principles and practices of personal, interpersonal, and organizational effectiveness.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Several staff explained some of the ways staff members work together to meet the needs of all students, including students with an Individualized Educational Plan (IEP), English learners, and students with opportunity gaps. One staff member shared, "We meet every week to discuss interventions and supports for students." Another staff member explained, "The special education teachers provide services for students with an IEP and work with general education teachers on making accommodations and modifications for students."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 28 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: 11	Total: 14	Total: 1	Total: 1	Total: 1
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: 12	Total: 14	Total: 2	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: 10	Total: 15	Total: 0	Total: 0	Total: 3
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: 9	Total: 17	Total: 1	Total: 0	Total: 1
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: 3	Total: 13	Total: 3	Total: 2	Total: 7
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: 3	Total: 15	Total: 1	Total: 4	Total: 5

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: 9	Total: 11	Total: 8	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: 4	Total: 20	Total: 0	Total: 1	Total: 3

Additional information about the classroom observations shared here when applicable

1. In one elementary classroom, students read a text as a whole group. The teacher asked higher-level questions about the text. Students completed written responses on their individual activities.
2. In one special education pull-out classroom, the teacher provided interventions to three students. A teacher redirected students with challenging behavior using a positive approach.
3. In one middle school classroom, students were called individually to present to the whole class a slide deck on themselves. The slides included information on the Myers-Briggs personality sorter. Students explained the traits and indicated whether they felt they identified with the Myers-Briggs results. While students spoke, the rest of the class took notes on each of the presentations.
4. In one elementary classroom, students transitioned between centers for individual work. Students were off-task and transitions were slow and chaotic.
5. In one elementary classroom, students rotated among centers working on various math tasks. One center was a small group where the teacher interacted with a small group of students. In other groups, students interacted with their peers' explaining concepts and completing worksheets. Several students were off-task, writing on tables, copying off others' papers, and having non-academic conversations.
6. In one middle school classroom, students were off task as SPCSA site evaluators entered the room. The teacher sat at her desk and redirected students.
7. In one middle school classroom, students talked over the teacher and other students. One student slammed their chair on the table. Another student kept squeaking his/her shoe on the floor making it distracting for many students to hear. Students had their laptops open, and some were playing games on their computers rather than focusing on learning. The instructor stayed in one area of the classroom and did not walk the room.
8. In one elementary classroom, students were talking amongst themselves during the last several minutes of class. There was no instruction observed as students talked, walked around the room, sat on tables, and displayed other off-task behaviors.

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	**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. **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.	Somerset Stephanie utilizes the Envisions 2020 mathematics curriculum which is aligned with Nevada Academic Content Standards for tier I instruction in mathematics. The curriculum combines problem-based learning and visual learning to deepen students' conceptual understanding. Envision includes various research-based instructional strategies like 3-Act Math modeling tasks.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student files are digitized in Infinite Campus. Hard files have been sent to Academica for storage. Special education files are kept under lock and key in the special education facilitator's office.

Indicator 5: School Environment	Measure 5b: • 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	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 a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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.

Self-Assessment of the implementation of prior recommendations by school staff	• According to the observational rubric, section II, (Classroom Instruction on pages 14 and 15), there were few "Distinguished" ratings recorded on the day of the evaluation. It is recommended that Somerset Stephanie elicits more student-generated higher-level questions and student-led activities. • It is recommended that classroom teachers focus on making academic learning targets and success criteria clearer to students. • It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica. • Prioritize improving the special population of students within the Free and Reduced Lunch category to be more representative of the local district and the SPCSA.
Evidence the school can provide to support the implementation of previous recommendations.	• Leadership reported they provided training, coaching, and mentoring to staff. • Somerset Stephanie staff utilizes common board configuration (CBC) to post objectives and learning targets. Teachers strengthened their ability to close a lesson to include reviewing the learning targets. • The Somerset Board evaluated the Education Management Organization (EMO) by creating a survey which was distributed to all Somerset leadership by the lead principal. Results were collated and shared within Somerset leadership and the governing board prior to discussing results with the EMO. • The Somerset network has implemented a weighted lottery. Leadership at Somerset Stephanie reported that half of the EL student population has exited and passed all four WIDA domains.
Reason's school believes additional time will be needed to fully address the recommended items, if any.	Somerset Stephanie leadership believes that recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized population gaps are ongoing, and while the school serves a more representative population than other Somerset campuses, additional work and efforts are needed to further close these gaps. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the following goals of the SPCSA's Strategic Plan: • Provide Families with Access to High-Quality Schools • Ensure that every SPCSA student succeeds - including those from historically underserved student groups. • Increase the diversity of students served by SPCSA schools

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.

- SPCSA staff found Somerset Stephanie's SPED program to be strong in terms of implementation and providing required student services. SPCSA staff observed strong interventions in resource classrooms and strong push in interventions. It was observed by SPCSA staff that Somerset Stephanie has a strong SPED team. For example, SPCSA observed SPED staff calmy deescalating a situation with a student displaying challenging behaviors. The SPED staff were able to redirect the student back to instruction.

- Somerset Stephanie has created a strong school culture for families, staff, and students. SPCSA staff observed staff preparing for the student of the month awards. Students in the focus group shared their excitement about the Student of the Month awards. One student said, "I felt so happy when I was chosen to be the student of the month!" Participants from the family focus group reported that the positive school culture and the variety of extra-curricular activities are the reasons they stay at Somerset Stephanie. One parent explained, "Somerset Stephanie offers field trips for every grade, sports, Family Fitness Night, field days, dances, Fall Festival, club activities, and tutoring."

- Somerset Stephanie has demonstrated strength in its ability to make data-based decisions. Leadership reported several ways they utilize data to make instructional and curricular decisions, such as analyzing data to identify deficiencies and organize differentiated small groups. One member of leadership disclosed, "We have intentional data analysis meetings to design tiered-level instructional groups."

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.

- Chronic absenteeism continues to be a challenge for Somerset Stephanie. According to the 2021 - 22 NSPF, Somerset Stephanie's chronic absenteeism is 22.1 percent at the elementary level and 24.6 percent at the middle school level. Leadership recalled several instances when they worked to improve chronic absenteeism at Somerset Stephanie, such as school-wide attendance incentives and phone calls home.

- The math, science, and English language arts (ELA) student proficiency is a challenge for Somerset Stephanie. According to the 2021 - 22 NSPF, Somerset Stephanie's student proficiency at the elementary level is 43.1 percent in math, 49.1 percent in ELA, and 19.1 percent in science. Somerset Stephanie's index score at the elementary level is 48 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued. Somerset Stephanie's student proficiency at the middle school level is 31.1 percent in math, 60.6 percent in ELA, and 56.3 percent in science. Somerset Stephanie's index score at the middle school level is 72.5 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Although each level displays challenges with low student proficiency rates, the elementary school level poses a greater concern as the index score of 48 does not meet the standard.

- SPCSA staff observed student engagement to be a challenge at Somerset Stephanie. According to the Intellectual Engagement in Learning section of the Classroom Observation Rubric on page 11 of this report, eight classrooms were scored in the basic category. SPCSA staff observed some inconsistencies with classroom management and disruptive behaviors. Additionally, SPCSA staff observed the pacing of the lessons to be lagging in some classrooms which led to off-task behaviors during instructional time.

- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Somerset Stephanie. 36.4% of students qualify for the FRL designation and less than five percent of students are EL as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for Somerset Stephanie.

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.

- SPCSA staff recommend Somerset Stephanie develop a plan to improve chronic absenteeism at the elementary and middle school levels. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. As noted in the challenges section on page 19 of this report, chronic absenteeism is high at the elementary and middle school levels. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP[7] codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Stephanie make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommend school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.

  - https://www.attendanceworks.org/chronic-absence/the-problem/
  - https://www2.ed.gov/datastory/chronicabsenteeism.html
  - https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/

- SPCSA staff recommend that Somerset Stephanie create a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 19 of the report, Somerset Stephanie's ELA, math, and science proficiency rates are low in math, ELA, and science. As a result, Somerset Stephanie's NSPF index score has been negatively impacted at the elementary school level and does not meet the standard. Somerset Stephani earned an index score of 48 at the elementary level for the 2021 – 2022 school year, which is the equivalent of a two-star rating. Without improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.

- In alignment with the SPCSA's strategic plan to increase the diversity of students served by SPCSA schools, SPCSA staff recommends that Somerset Stephanie continues to work on increasing the enrollment of specialized student groups. This includes students who receive free or reduced-priced lunch, English learners, or students on an Individualized Educational Plan (IEP). Somerset Stephanie may benefit from reflecting on prior efforts to implement the marketing and recruitment plan to support this effort. SPCSA staff will continue to expect Somerset Stephanie to increase the enrollment of specialized student groups in the coming years.

- SPCSA staff observed some inconsistencies with student engagement. According to the Classroom Observation Rubric beginning on page 11 of this report, eight classrooms were rated as basic in the Intellectual Engagement in Learning section. In efforts to move more classrooms from basic to distinguished, SPCSA staff recommend that Somerset Stephanie develop a plan to increase student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

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[7] The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Somerset Stephanie during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Somerset Stephanie during this site evaluation.