



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Stephanie Campus Site Evaluation Report: November 13, 2024

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

NSPF Star ratings

According to the Nevada School Performance Framework¹ (NSPF), academic performance at the Somerset Academy Stephanie campus is a notable strength. The elementary school consistently maintained a 4-star rating. The middle school, while holding a 5-star rating, demonstrated significant improvement with an increase in its index score from 64.5 in the fall of 2023 to 69.5 in the fall of 2024. English language arts (ELA) proficiency in elementary and middle school, 60% and 66%, respectively, are well above the district average of 54% for the 2023-24 school year. This indicates strong school-wide instruction and student performance in phonics, reading comprehension, and writing.

Staff retention

Somerset Academy Stephanie has strong staff retention. This has increased from 70% in the 2022-23 school year to 86% in the 2023-24 school year. Teacher retention enhances the quality of education, fosters a positive school environment, and contributes to better outcomes for students and staff.

Intentional data-based decision making

Over the past two years, Somerset Academy Stephanie has made gradual, data-driven personnel adjustments. Leadership analyzed various performance metrics and matched them with each teachers' strengths. If a teacher was not meeting expectations, teachers were reassigned and placed according to their strengths. Additionally, the school departmentalized fourth and fifth grades based on historical data that verified it would be more effective for students. Teachers who were not fully committed to the school's culture of improvement were provided with coaching and, in some cases, transitioned out of the school.

Strong special education program

Somerset Academy Stephanie is proud of its robust special education program, which serves 17% of the student population. The school fosters strong collaboration within its special education team with co-teaching and push-in models that allow for extended time with students. To support and retain special education teachers, school leaders reported that they model lessons and provide ongoing guidance. Previously, according to school leaders, special education students were missing out on Tier-1 instruction, but now they are actively engaged in it while still addressing their Individualized Education Program² (IEP) goals.

Middle school science proficiency rate

The middle school science proficiency rate is 70%, surpassing the district average of 48%. Additionally, various subgroups' proficiency rates were higher than the district: the Hispanic subgroup was 65%

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA).

² An Individualized Education Program (IEP) is a legal document provided under federal law that is used for children in public schools who need special education. It outlines the specialized instruction they receive.

compared to the district subgroup rate of 38%, and the English language³ (EL) learner's subgroup rate of 41% exceeded the district subgroup rate of 24%. The data indicates strong science proficiency within these groups, a strength for Somerset Stephanie.

³ English language (EL) learner.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Loss of qualified teachers

One challenge for Somerset Academy Stephanie has been losing qualified teachers to other schools with the ability to offer a more attractive salary. As a result, the school faces the ongoing challenge of maintaining a stable and experienced teaching staff, which can impact the consistency and quality of education provided to students.

Teachers assigned to highest-leverage roles

Somerset Academy Stephanie is actively working to address the challenge of ensuring that teachers are assigned to the most appropriate roles based on their skills and expertise. By continuously evaluating staff performance and student outcomes through data-driven analysis, the school is making more informed decisions about teacher placement.

EL proficiency rates

Another challenge for Somerset Academy Stephanie is its EL learner proficiency rates. The elementary school earned only 1/10 points on the Nevada Educator Performance Framework (NSPF) for the 2023-2024 school year and an Adequate Growth Percentile⁴ (AGP) of 31.8%, compared to the district rate of 48.4%. The challenge exists in middle school as well, earning 3/10 points and an AGP of 17.6%, compared to the district rate of 27.2%.

Parking space

As observed by the site evaluation team, parking space is limited at Somerset Academy Stephanie. This contributes to inconvenience, increased traffic congestion, and accessibility issues.

Science proficiency rate in elementary school

The elementary science proficiency rate at Somerset Academy Stephanie stands at 30.9%, which is notably higher than the district average of 21.2%. However, when examining the school's performance over time, the Nevada School Performance Framework (NSPF) data reveals a decline in proficiency from the previous year, 2022- 23, when the rate was 48.9%. This drop suggests a need for further analysis to identify factors that may have contributed to the decrease and targeted strategies to address and reverse this trend.

⁴ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Chronic absenteeism

It is noted that Somerset Stephanie made excellent progress in decreasing chronic absenteeism from 22.1% in elementary school grades and 24.6% in middle school grades to 12% and 11.4% respectively. SPCSA staff recommend that Somerset Stephanie continue to decrease chronic absenteeism to be below 10% for both elementary and middle school grades. Some suggestions for improvement include continuing to educate parents on the academic and social effects of not attending school regularly and having targeted meetings with families who are on trend to be chronically absent.

English language proficiency indicator

SPCSA staff recommends Somerset Academy Stephanie continue to work on increasing numbers on the English language proficiency indicator of the NSPF. According to leadership, Somerset Academy Stephanie have strong practices and systems in place to serve their high English learner (EL) population of students. Several trainings were given last year on EL instructional strategies, focusing on collaborative learning structures such as Kagan⁵, TPR (Total Physical Response), and using realia⁶. This school year, leadership reported that Somerset Academy Stephanie is working in partnership with the Southern Nevada Regional Professional Development Program (RPDP) on EL instructional strategies and techniques as well as how to use the WIDA⁷ report to inform instruction. Teachers collaboratively plan with the administration to ensure lesson scaffolding and modifications meet the needs of all EL students on campus. Leadership develops a monthly EL newsletter internally for teachers, highlighting various strategies teachers can use to be informed. The school also offers targeted tutoring and interventions using the Lexia⁸ English program.

Increasing student voice

Continue to work on increasing student voice within classrooms, as student voice is a strong factor in contributing to productive, equitable classrooms. The Classroom Environment and Instruction Observation Rubric demonstrates an opportunity for more classrooms to move from highly proficient to distinguished in student engagement (page 19 of this report). To elevate student voice in the classroom:

- Consider video recording teachers and asking them to notice and time how often they take center stage.
- Consider partnering a master teacher who maximizes student voice and have them co-teach.
- Consider utilizing the gradual release model- “I do, you do, we do”. This practice elevates student voice and engagement, as well as undergird inquiry-based learning.

⁵ Kagan are structures created by Dr. Spencer Kagan to increase student engagement and discourse in the classroom.

⁶ Realia refers to authentic objects from real life that are used in the classroom to teach specific concepts.

⁷ **WIDA**, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. that are dedicated to the design, and implementation of standards, and opportunities for English language learners.

⁸ Lexia English is an adaptive blended learning speaking and listening program that supports students’ English language development through academic conversations.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

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

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

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

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁹	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	4
Students	10

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academica, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academica's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

¹⁰ Education Management Organization

Focus Group Summary: Family Members, Parents, and Guardians

Due to the visit being abbreviated, there was no family member focus group held.

Focus Group Summary: Faculty and Staff

Due to the visit being abbreviated, there was no faculty and staff focus group held.

Focus Group Summary: School Leadership

Four Somerset Stephanie leadership team members met to discuss the school on the day of the site evaluation.

Leadership attributed the rise in proficiency rates for ELA in both elementary and middle school to several important factors. While the school initially used the *Wonders* curriculum¹¹, they determined that switching to Wit and Wisdom¹², which aligns more closely with the NVACS¹³ and the science of reading, would be a better fit. The leadership team followed a thorough adoption process of the new curriculum, including observations, a year-long pilot, and eventually approval from the Somerset network board. As a result, the transition was made in the 2023-24 school year. Additionally, as part of the rise in math proficiency scores, they noted that two former middle school math teachers that were teaching other subjects, who were highly effective, were moved, contributing further to the improvement.

Leadership highlighted that staff changes were implemented to create a more effective team of teachers. Teachers' performance was regularly assessed through data analysis, and adjustments were made as needed, with less effective staff being reassigned or replaced. The decision to departmentalize, based on previous data, also played a key role in tailoring instruction to better meet students' needs.

Another significant factor leadership reported was addressing the school culture by minimizing negative influences from teachers who were resistant to coaching, fostering a more positive and collaborative environment. Members of the leadership team emphasized the importance of listening to feedback from teachers and maintaining a positive-to-negative ratio, which helped shift the overall mindset toward continuous improvement. By promoting open communication and encouraging a growth mindset, leadership was able to create a more supportive atmosphere where staff were more receptive to development opportunities. This focus on a positive culture contributed to a stronger sense of teamwork and accountability, ultimately benefiting both staff and students.

When asked about the chronic absenteeism plan developed by Somerset Academy Stephanie leaders for both elementary and middle school levels, leadership outlined a multifaceted approach. To actively engage families, the school has been holding regular parent meetings to discuss the importance of attendance and to provide support for families facing challenges. In addition, weekly attendance reports are closely monitored to identify patterns and intervene early when needed. Classroom incentives have been implemented to encourage regular attendance, rewarding students for their consistency and commitment to learning. School leaders also emphasized the importance of proactive communication, with staff members calling families to discuss attendance concerns and offer assistance when necessary. To further motivate students, participation in extra-curricular activities has been directly tied to

¹¹ Wonders is an evidence-based K–5 ELA program that empowers students to actively participate in learning and exploration.

¹² Wit & Wisdom is a comprehensive K–8 English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers, exceptional writers, and effective communicators.

¹³ Nevada Academic Content Standards

maintaining good attendance, ensuring students understand the connection between engagement in school and their ability to take part in enriching activities. Despite these efforts, chronic absenteeism has seen an increase, with the elementary school's rate rising to 12%, up from 6.7%, and the middle school's rate climbing to 11%, up from 8%. This uptick highlights the ongoing challenge of addressing absenteeism, but according to leadership, the school remains committed to refining and expanding its strategies to reduce these rates moving forward.

One significant strength that leadership was that it was reported by Academica that Somerset Academy Stephanie had the greatest gains in science out of all the Academica schools.

Focus Group Summary: Students

The focus group students shared that they feel physically and emotionally safe and welcomed at Somerset Academy Stephanie. They expressed their trust in the adults at the school, particularly their teachers and school counselor, when it comes to addressing their concerns or problems.

Students were asked to share what they liked best about how their teachers teach them when learning complex concepts or skills. One student shared that he likes learning complex tasks: "I can ask for help, and my teacher guides me. My teacher teaches me different strategies if we are having difficulty". One student stated that some teachers use videos or songs to help them remember. Another student said, "My teacher comforted us and said it would get easier the more we worked on it."

Students stated that family members participate in many school activities including such events as the fall festival, school dances, foam parties, field trips, and parties during the holidays. Students also said many parents are active in the Parent-Teacher Organization (PTO) and volunteer for field days and assisting helping in classroom craft activities. Many extracurricular opportunities offer a chance for students to try out sports or craft and see if they like them. These events provide parents with opportunities to see their children interact with their school peers. Sports such as soccer, volleyball, flag football, cheerleading, and cross-country were mentioned alongside clubs such as the computer game Minecraft, leadership, and chess.

The focus group concluded by having students reflect on any possible changes they would propose. Several students conveyed that more room in school hallways is essential, as they often find hallways crowded during the transition between classes, making it difficult to move from class to class. Additional responses included more playground equipment, like bigger bases for kickball. One student expressed the desire to go outside during lunch instead of being dismissed altogether, noting sometimes, students eat slower or feel rushed to eat.

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 23	TOTAL: 3	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 23	TOTAL: 2	TOTAL: 2	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	
	TOTAL: 1	TOTAL: 25	TOTAL: 1	TOTAL: 1	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	
	TOTAL: 1	TOTAL: 19	TOTAL: 3	TOTAL: 1	TOTAL: 6

Classroom Environment and Instruction Observation Rubric

A total of 25 elementary and 5 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 25	TOTAL: 0	TOTAL: 2	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 1	TOTAL: 14	TOTAL: 5	TOTAL: 5	TOTAL: 5

Classroom Observations and Additional Comments

Students were working on a Must Do/ May Do menu board independently as the teacher played a sight word game with a small group of students. They were highly motivated to play the game and were able to color in a circle each time they read a word correctly. After the menu choices, the students all worked together to clean the classroom for two minutes before lunchtime. The teacher's tone throughout the classroom visit was kind and calm. Students knew what was expected of them.

The students were noisy and disruptive while working on i-Ready¹⁴, with about half of them off-task. One student repeatedly shouted, "What are you looking at?" at another student. Despite several attempts by the teacher to quiet the class and regain control, the students did not respond to her requests. She addressed various students sternly on two occasions, reminding them not to throw items and to stay in their seats. Overall, the class remained out of control throughout the entire observation.

Students were encouraged to use their individual strengths when delineating the tasks in their small groups in one elementary class. The teacher encouraged students to think about, "Who is good about taking notes, organizing time, key points, keeping things in manageable steps?" Students were excited to get started in their groups.

In a middle-level computer science and integrated technology class, students were highly engaged in utilizing their problem-solving skills in debugging code in the Java computer language.

While the class worked on i-Ready math on their computers, the teacher assessed various students on their letter names. The environment was conducive to learning and most students were on task. The teacher praised students in a calm manner. She spoke with one student about how much she had improved since the beginning of the year in her letter- naming knowledge.

In a third-grade ELA classroom, students were engaged in completing their vocabulary words from the text that they were reading. Students actively worked with a partner to complete the tasks as three adults walked around the room, checking on students and providing feedback, such as "Please elaborate, tell me more."

In a fifth-grade classroom, the students engaged in a leader-in-me lesson, answering the question, "I can make choices that help me live my personal mission." The lesson allowed students to get to know their peers, and all students were highly engaged.

In a seventh-grade math class, students worked in interactive groups throughout the room, solving math problems. The students were highly engaged as the teacher checked their progress around the room. The activity structure included groups presenting their problem-solving methods to the whole group, with the entire group asking them questions to explain their answers. Another adult assisted.

¹⁴ i-Ready provides individualized interactive lessons that address the learning needs of each student.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Develop a plan to address chronic absenteeism in both ES and MS.	Chronic absenteeism decreased from 22.1% in elementary school grades and 24.6% in middle school to 12% and 11.4% respectively.	SPCSA staff recommends that Somerset Stephanie decrease chronic absenteeism to below 5% for both elementary school and middle school.
Create a robust plan to improve student proficiency rates.	NSPF star rating proficiency in elementary school increased from 2 to 4 stars and from 4 to 5 stars in middle school.	SPCSA staff find that Somerset Stephanie has fulfilled this recommendation.
Continue to work on increasing the enrollment of specialized student groups.	Continued to give two-to-one priority for enrollment of Free and reduced lunch (FRL) students, daily social media marketing, including diverse students in images/videos. Registered Behavior Technician (RBT) programs recommend Somerset Stephanie to their clients.	SPCSA staff find Somerset Stephanie continues to work on this recommendation.
Develop a plan to increase student voice within the classroom.	Kagan training for staff and increased professional development on student engagement strategies.	While strides have been made, SPCSA staff find Somerset Stephanie continues to work on this recommendation.

Operational Compliance Checks

- Fire Extinguisher YES NO
- Nurse's Station YES NO
- Evacuation Plan in Classrooms YES NO
- Food Permit YES NO N/A
- Elevator Permit YES NO N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.