



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: North Las Vegas Campus

Site Evaluation Report: November 6, 2024

State Public Charter School Authority
775-687-9174
PO Box 19983
Carson City, Nevada 89721
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges 8

Site Evaluation Findings: Recommendations 9

Site Evaluation Findings: Strong Recommendations 10

Site Evaluation Findings: Deficiencies 11

Focus Group Participation Data..... 12

 Focus Group Summary: Governing Board 13

 Focus Group Summary: Family Members, Parents, and Guardians..... 14

 Focus Group Summary: Faculty and Staff..... 15

 Focus Group Summary: School Leadership 16

 Focus Group Summary: Students 17

Classroom Environment and Instruction Observation Rubric 18

Classroom Observations and Additional Comments 21

Measures of Progress from Previous Site Evaluation..... 22

Operational Compliance Checks..... 24

Appendix A 25

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.

Improved index score on the Nevada report card

One area of strength for Somerset Academy North Las Vegas is the improved index score on the 2023-24 Smarter Balanced Assessment Consortium¹ (SBAC) test. According to the Nevada School Performance Framework² (NSPF), the school's star rating for the 2023-24 school year improved from a one-star rating of 24.5 index score from the previous year to a two-star rating with an index score of 46. In the Growth Indicator section, the school improved its score from 9.5 out of a possible 35 in 2022-23 to 20 out of a possible 35 in 2023-24. This improvement indicates Somerset Academy North Las Vegas's commitment to improving instruction to address student growth. Specifically, the school's median growth percentile³ (MGP) improved from 41 to 49 in math and 40 to 60 in English Language Arts (ELA).

The SPCSA formally acknowledges the significant increase, contributing to their overall gain of 21.5 index points from the previous year and nearly achieving a three-star rating. This recent success is a testament to Somerset Academy North Las Vegas's dedication to continuous improvement, laying the groundwork for the potential for greater achievements in the future.

Focus on improving academic instruction by the school's leadership team

Somerset Academy North Las Vegas's emphasis on improved academic instruction is a relative strength. The school employs four instructional coaches assigned to specific grade levels to support teacher development organized to enhance instructional practices. Also, the school added a math response to intervention⁴ (RTI) interventionist and Tier-3⁵ (ELA) interventionist as part of their improvement plan presented to their board at a recent board meeting. This comprehensive improvement plan included the creation of two math and ELA class sections to close achievement gaps and ensure Tier-1⁶ teaching is happening across the grade levels. Additionally, student achievement data has been utilized to differentiate small-group instruction in ELA and math. Lastly, teachers are offered research-based professional learning opportunities based on current data trends designed to improve instruction.

¹ SBAC stands for Smarter Balanced Assessment Consortium, a group of states that created online tests to measure student progress in English language arts (ELA) and math.

² 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 Every Student Succeeds Act (ESSA).

³ The median growth percentile (MGP) is a metric that summarizes how well a group of students is growing compared to other groups.

⁴ Response to Intervention (RTI) is a school-based strategy that helps identify and support students who are struggling academically or behaviorally.

⁵ Tier-3 instruction is a highly individualized and intensive intervention for students who are struggling academically, socially, emotionally, or behaviorally.

⁶ Tier-1 instruction is the foundational teaching and learning strategies that are provided to all students in a grade level. It's also known as core instruction or universal support.

Departmentalization

A strength of Somerset Academy is its use of departmentalization⁷ in grades three, four, and five, which allowed teachers to specialize in teaching a specific content area versus having to teach multiple subjects. A staff member emphasized that focusing on teaching one content area, like math, as compared to various subject areas, has significantly decreased the workload, which allowed her to concentrate intensely on that subject. Another benefit to departmentalization is that it provides an efficient framework with added flexibility to create intervention groups to support student learning in targeted areas. A leadership team member commented that grade-level teams have aligned schedules, which allow for the quick implementation of targeted student group interventions with minimal wasted transition time.

Use of curricular resources and educational tools

Somerset Academy North Las Vegas focuses on using its curricular resources--specifically, Core Knowledge of Language Arts⁸ (CKLA) and 360-degree math⁹--with high fidelity, which is a strength for the school. A leadership team member discussed that the CKLA program offers research skills and real-life vocabulary. The school highlights the end of each unit with an activity. For instance, a unit focusing on teaching the human body parts culminated with a themed celebration allowing students to wear scrubs and masks, and classrooms transformed into operation rooms reinforcing relevancy. The school also utilizes an observe-for-success tool to document classroom observation data to ensure teachers are supported and practices are aligned. Lastly, a leadership team member created a standards tracker based on the Smarter Balanced Assessment Consortium (SBAC) and the Common Core State Standards¹⁰ (CCSS) to ensure student's progress for specific standards is measurable and tracked, so teachers can make instructional adjustments to meet the needs of each student.

Instructional coaches

Somerset Academy North Las Vegas has concentrated on continually improving instruction on its campus, and one strength is its instructional coaches. There are four coaches. Three coaches are assigned to support grades K to two, and one coach supports grades three to five. Their roles of supporting teachers are comprehensive, and include modeling lessons, co-teaching, observing and providing feedback, assisting with curriculum implementation and lesson plan design, providing professional development, data analysis, and planning for intervention groups.

The administration's ability to build capacity

The principal of Somerset Academy North Las Vegas has a natural ability to develop the staff's skills effectively, which is an asset to the school community. A leadership team member shared her story of

⁷ Departmentalization in elementary school is a classroom structure where teachers specialize in one or more subjects and teach those subjects to multiple groups of students.

⁸ Core Knowledge Language Arts (CKLA) is a language arts curriculum that helps students develop skills in reading, writing, listening, and speaking.

⁹ 360-degree math is a highly structured approach to teaching math. The elements of this approach are based on social, neurological, and educational research.

¹⁰ The Common Core State Standards (CCSS) are a set of academic expectations for students in English language arts and math from kindergarten through 12th grade. The standards are designed to help students be prepared for college and careers.

wanting to leave the field of teaching a few years ago. The principal reached out to her with a detailed plan of empowerment, and currently, she is an instructional leader on the campus, sharing her skill sets to lead grade-level teams. The principal effectively leverages the individual skill sets of staff and encourages them to lead professional development in areas of expertise, allowing staff members to build their capacity and contribute to the school's improvement efforts.

English language proficiency

An area of strength for Somerset Academy North Las Vegas is its English language learners' high rates of meeting their adequate growth percentiles¹¹ (AGPs). The school's percentage of students meeting their AGPs on the World-Class Instructional Design and Assessment¹² (WIDA) is 58.8, above the district rate of 48.4, which earned the school 10 out of 10 points in the English Language Proficiency Indicator in the 2023-24 NSPF. The prior year 2023, the school's AGP was at 29.7, which earned 1 point out of a possible 10. The SPCSA recognizes the school's effort, which is a testament to the student's hard work, and highlights the school's leadership's commitment to supporting the language needs of English language learners that they have made such significant progress. Students meeting their growth targets should be on track to become proficient in English and exit English language learner status in five years.

Multi-tiered support system-Project AWARE

Somerset Academy North Las Vegas's strength is its commitment to implementing a multi-tiered support system¹³ (MTSS). Every Student Succeeds Act (ESSA) instructs schools to adopt MTSS as a comprehensive continuum of evidence-based, systemic practices to support a rapid response to student needs. The school participates in Project AWARE¹⁴ (Advancing Wellness and Resiliency in Education), a five-year grant program focused on increased awareness and access to mental health professionals, clinical health specialists, and related community partnerships for SPCSA schools. Based on a public health model, this partnership implements mental health-related promotion, awareness, prevention, intervention, and resilience activities to ensure that students have access to and are connected to appropriate and effective behavioral health services. The school's proactive approach, along with Project AWARE's resources, allows the school to provide tiered services for students.

Staff and student retention rates

School leadership reports that only six teachers departed from the previous year, marking the lowest rates in years. Staff retention is a strength of Somerset Academy North Las Vegas. Retaining quality school personnel can contribute to school stability. U.S. Secretary of Education Miguel Cardona emphasizes how crucial teacher retention is as teacher shortages continue nationwide. The Somerset North Las Vegas leadership team recognizes the importance of retaining qualified staff and providing

¹¹ Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

¹² 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.

¹³ 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.

¹⁴ The purpose of Project AWARE is to develop a sustainable infrastructure for school-based mental health programs and services.

them with professional development. Regarding student retention, the leadership team discussed that student retention has also decreased, adding to stability in the student population.

School culture

Somerset Academy North Las Vegas's positive school culture is an area of strength. Every focus group highly emphasized the school community's connectedness and its value of respect. The leadership team has focused on building a positive school culture with high academic and social expectations for students and staff.

Diversity

The diversity of the students and staff, with their varying characteristics, backgrounds, skills, and traits, is a strength; it provides the school with unique perspectives and promotes a sense of inclusion and community.

Clean and safe facility

Somerset Academy of North Las Vegas has a clean, well-kept, safe facility, which helps the school support its mission of creating an engaging environment.

Robust board support

Robust board support at Somerset Academy North Las Vegas is exemplified by a dedicated liaison for the school, which ensures personalized attention and consistent communication. This long-standing commitment from the board provides the school with tailored resources, guidance, and support that meet its unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of the school's distinct culture and challenges.

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.

Chronic absenteeism

Chronic absenteeism continues to be a challenge for Somerset Academy North Las Vegas. According to the most recent Nevada School Performance Framework's (NSPF) student engagement indicator, the school's chronic absenteeism is 18.3 percent, up from 16.6 percent the previous year. Reducing the rate ensures students receive consistent access to quality instruction. The NSPF rewards schools with an additional point for demonstrating an improvement of at least ten percent over the prior year's performance for chronic absenteeism in the student engagement indicator of the NSPF. It is important to note that members of the leadership team and school staff are focusing on improvement in this area.

Filling achievement gaps

Somerset Academy North Las Vegas faces the challenge of addressing achievement gaps¹⁵, particularly in math and science. The NSPF report's closing opportunity gap' section shows that the school's AGP rate in math is 14.2, below the district average of 22.5, and has declined from the previous year. The school's science proficiency rate in the academic achievement indicator section is 9.8, below the district rate of 21.2. As stakeholders, the school's leadership team plays a crucial role in addressing these issues and ensuring the academic success of all students.

Parent involvement at academic events

Another challenge noted by the leadership team is parental involvement at academic events. The leadership team appreciates parent attendance at non-academic events but wants to increase participation at events featuring academic achievements.

¹⁵ Achievement gaps are disparities in academic performance between groups of students, such as those grouped by race, ethnicity, gender, or socioeconomic class.

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.

Tier-1 instruction

The SPCSA staff recommends that the Somerset North Las Vegas leadership team continue to build upon their recent improvement efforts, as reflected in the most recent NSPF report. Utilizing all the support of the Somerset Academy charter umbrella, including their educational consultants, will be essential. A commitment to continuous improvement and securing sustainable systems and structures that promote high-quality Tier-1 instruction can be a foundation for academic progress for the students of Somerset Academy North Las Vegas.

Tier-2 and 3 closing achievement gaps

The SPCSA staff recommends that the Somerset North Las Vegas leadership team continue to refine Tier-2 and Tier-3 small group instruction to close achievement gaps, which are disparities in academic performance between different groups of students. Instructional teams can identify learning gaps through regular assessment and data analysis. Closing achievement gaps can improve the school's star ratings on the NSPF, explicitly increasing the math AGPs of prior non-proficient students and raising the school's science proficiency rates from 9.8 toward the district rate of 21.2.

Reducing chronic absenteeism

Another SPCSA recommendation is to decrease the rates of chronically absent students at the Somerset Academy North Las Vegas campus. Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent or more of school days for any reason, including excused, unexcused, or disciplinary absences. As noted on its website, the school may consider leveraging its Family University Program to engage families in discussions on the importance of school attendance. Family University offers a variety of courses, workshops, training, and coaching to help families with their children's academic, emotional, and social development. This inspiring program has helped families nationwide to equip parents with knowledge and skills to become proactive in their children's learning. Also, referring to Senate Bill 249¹⁶, which ensures students absent for behavioral health-related reasons may be excused from attendance, helps confirm accurate attendance records.

¹⁶ [Senate Bill 249](#) was signed into law which allow mental and behavioral health professionals to excuse student absences from school and gives every student three mental health days.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Somerset Academy North Las Vegas during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies in Somerset Academy North Las Vegas 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 ¹⁷	2
Family Members, Parents, and Guardians	12
Faculty and Staff	12
School Leadership	7
Students	8

¹⁷ 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 Laws 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 Academics, the charter network's Educational Management Organization¹⁸ (EMO), 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 Academics' effectiveness. A member shared that the governance board is pleased with their EMO 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 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 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.

¹⁸ An Education Management Organization (EMO) is a term of art describing a for-profit entity that manages schools.

Focus Group Summary: Family Members, Parents, and Guardians

Twelve family members participated in the family focus group. They discussed their child's recent success and its positive impact; responses included making the honor roll, enjoying school, feeling safer, and increasing academic skills. One parent emphasized her child's unbelievable academic jump and commended the school for having high expectations. Another parent discussed how her child is pushed and challenged. A parent mentioned that her daughter loves school and does not want to miss any days.

The families noted their appreciation for the school and its staff. A participant shared that the school has a strong sense of community with caring teachers who communicate regularly. One parent shared, "Teachers make things very engaging." Another participant added that the teachers are accessible and promptly respond to emails and ClassDojo¹⁹ messages.

The participants were asked to share how the school communicates its attendance policy and expectations to them. The group strongly agreed that the administration clearly and effectively emphasizes the significance of daily attendance. Group members conveyed that when students miss school, the school communicates promptly and in multiple forms, such as emails and phone calls. The group also discussed how they could help the administration support the school's effort to encourage families and their children to attend school regularly.

Members of the focus group mentioned several recommendations for the school's leadership team to consider. A few parents mentioned increased volunteer opportunities for families in the classroom, and assisting with field trips would be valued. Several discussed their wishes to have a kindergarten to 8th-grade campus. A few parents discussed having virtual options for all school-related events, and several addressed the need to receive updated communication on the types of school programs available as the school year progresses.

¹⁹ ClassDojo is an online platform and app that helps teachers, students, and families connect and collaborate in the classroom.

Focus Group Summary: Faculty and Staff

The participants of the staff focus group conveyed their insights regarding the school's improvement efforts. A theme that emerged is the administration's commitment to supporting staff, specifically ensuring their workload is manageable. A staff member shared, "I've been here for six years, and we have more licensed teachers than in the past; the overwhelming workload that we have been expected to do as teachers has decreased. I feel like our admin and coaches are supportive". Another staff member shared that the administration takes the time to support teachers and feels they invest in their educators.

The group was asked to share and reflect on the progress they have noticed in their professional practices. Group members discussed the instructional coaches' positive impact on improving their teaching. A staff member stated, "I like how the coaches teach us to teach the standard and to extend it." Another staff member shared that watching other teachers teach has helped her become a better teacher. Several staff members shared their appreciation for not having to supervise lunch or recess, allowing more time for them to focus on their teaching.

Participants discussed the school's focus areas, which include intervention groups to address learning gaps and their PLC process. Members shared that the school's meticulous use of data ensures that small-group interventions are provided to address learning gaps. Regarding the PLC process, meetings are collaborative and supported by instructional coaches. Also, there is an emphasis on departmentalization in grades three, four, and five, which has allowed teachers to focus on teaching one content area.

Members of the focus group discussed the school's MTSS and positive behavioral interventions for students. A few members emphasized the importance of establishing rapport with their students, positively impacting their teaching. A few emphasized the school's effort to support students by conducting weekly meetings to discuss student concerns. The group mentioned that the School Support Team²⁰ (SST) is crucial in assisting their students and addressing their social and emotional needs.

²⁰ A Student Support Team (SST) is a group of educators, administrators, and other staff that regularly meet to help students who are struggling or at risk.

Focus Group Summary: School Leadership

The school leadership provided a comprehensive review of the school's improvement efforts. Despite the gains in their most recent Nevada Report Card, the leadership team's commitment to sustaining successes and making necessary adjustments for continued improvements is a beacon of hope for the school's future. The group emphasized the importance of vertical alignment²¹ to ensure high levels of rigor and accountability in teaching the grade-level standards. The school's provision of four instructional coaches, one for grades three, four, and five, and a coach for every primary grade (K-2), is a testament to their dedication to supporting teachers and refining their instructional practices.

The principal, a firm believer in the power of a positive school culture, is dedicated to building staff capacity. She believes promoting a healthy school culture is vital for the school's sustainability. It is the belief of the leadership team that building staff and teacher capacity is foundational to the leadership team's belief. A few members stated, "Our goal is to make the teachers experts." The team has implemented specific strategies such as modeling lessons, coaching cycles, data analysis, and regular professional development sessions. A typical pattern at the school is professional development provided by teachers who have excelled at implementing these strategies. The school leader discussed her value of empowering each staff member to grow and reach their highest potential.

When asked to provide an update on chronic absenteeism, the leadership team shared their efforts, which included same-day phone calls to families stressing the importance of attendance, emails, messages on class dojo, and school-wide and classroom incentives. A school leader also discussed conducting detailed data analysis on trends, including when students miss instruction.

The school leadership shared their efforts to improve the implementation of MTSS. Academic tiered supports are clearly defined and unique to each learner. Behavioral and social-emotional supports are provided based on individual needs. The group emphasized using restorative circles and the importance of trauma-informed practices²² (TIPs).

²¹ Vertical alignment is a teaching method that ensures students learn skills and knowledge in a logical order, from basic to advanced, as they progress through school.

²² Trauma-informed practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

Focus Group Summary: Students

Eight students participated in the focus group at Somerset Academy North Las Vegas. When asked how teachers help make you a better person, one student replied, “When I was struggling and didn’t know the math, my teacher helped me so now I can do it better.” Another student spoke about how his teacher helped him paraphrase something, commenting that asking for help is okay. Students expressed they feeling comfortable going to their teachers for academic and emotional help. Many students said their teachers know them well. One student mentioned, “You can always ask the teachers for help in case you don’t understand. The teachers here care about us, and they will always take their time to show you the right way. They push us. They help us do hard things.”

Students talked excitedly about their passion for the methods used in 360-degree math. They indicated they could speak to the other students next to them during that instructional time if they didn’t understand the concept. One student said, “We get to stand up. We can check our work with other students and see if they got the same answer, and we get to discuss the math.” The SPCSA site evaluation team observed highly engaged students learning about math with the 360-degree method in classrooms.

Students indicated that they felt safe and that coming to school was important. They referenced that their teachers and leaders frequently discuss ensuring they get to school daily. Students discussed how they need to be at school to take notes and tests. One student replied, “Our attendance matters. If I don’t come to school, I may miss something important.”

If students were the principal for the day, they had several ideas about how they could make Somerset Academy North Las Vegas a little better. Several indicated they would like more dress-up days, as they already get to do in some class celebrations. A student said, “I would make clubs. There are sports, but no book clubs, leadership clubs, or game clubs.”

Some 5th graders in the focus group discussed their concerns about where they will attend school starting next year, as Somerset Academy North Las Vegas is a K-5 school. A few stated they are on the waiting list for other Somerset schools, such as Somerset Academy Sky Pointe and Somerset Academy Losee. They are really hoping to be admitted so they can continue the positive path in their education they started at Somerset Academy North Las Vegas.

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary 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: 24	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: 26	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary 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	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 26	TOTAL: 2	TOTAL: 0	TOTAL: 2
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 20	TOTAL: 8	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 31 elementary 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: 1	TOTAL: 20	TOTAL: 9	TOTAL: 1	TOTAL: 0
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: 4	TOTAL: 15	TOTAL: 7	TOTAL: 0	TOTAL: 5

Classroom Observations and Additional Comments

There were 24 students and one teacher in this mid-level elementary classroom. Before handing out a minute math test, the teacher used CHAMPS to prep students. The teacher has a positive relationship with her students and is comfortable taking the test.

In a 5th-grade ELA classroom, the teacher provided instruction focused on standard Reading Literature (RL) 5.1. The teacher introduced the standard by asking the students what the standard wanted them to do. One student answered, "To quote from the text accurately." The students were highly engaged as the teacher introduced the assignment, which was displayed on the screen. The teacher's pacing, use of academic vocabulary, and checking for student understanding were highly effective.

Several instances of mathematical academic vocabulary were used in one classroom. Some examples were communicative property, factors, products, labeling, and strategies. Students were able to refer to these as they worked.

Students in one lower elementary class were encoding consonant, vowel, consonant (CVC) words by blending sounds. The teacher asked if students could do the task independently, and most were engaged in completing it.

In an upper elementary grade classroom, the students engaged in a teacher-led discussion on artifacts. The teacher introduced the task effectively using questioning techniques and reviewing expectations displayed on the board. The teacher also provided the context of the task, reviewing previous assignments.

Students practiced the election and voting process by choosing their favorite character in a story on a ballot. They tallied the results on a chart together. Two teachers did SEL check-ins very fast with students who were angry about something. The check-ins were respectful and quiet, and the teacher's clarity was excellent.

In an upper elementary math class, the students were actively working on a group challenge math problem. All students were highly engaged as the teacher walked around the room checking on student work and providing high-quality feedback on improvement.

Students were highly engaged in an i-Ready²³ math assignment. Each student was learning on their individualized path. As they needed strategies for solving math problems, students wrote with a marker to work problems out and pulled out various math tools, such as a number line, without being prompted by the teacher. All students were engaged in the learning. One student stated she was working on a math question.

²³ 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
<p>Continue to work on strategies to improve chronic absenteeism.</p>	<p>The Somerset North Las Vegas leadership team has actively worked to reduce chronic absenteeism. Their efforts include regularly communicating with families on the importance of attendance, same day follow up phone calls to students who miss school, examining required daily instructional minutes to meet attendance guidelines, attendance incentives, and conferencing with families. Noted are the rates: 2022-23 16.6%, 2023-24 18.3%.</p>	<p>The SPCSA staff understands the gravity of the issue and recognizes the school's effort to decrease chronic absenteeism. The plans shared to address the problem can serve as the foundation for decreasing absent student rates moving forward.</p>
<p>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.</p>	<p>The school leadership team's commitment to implementing a school-wide MTSS is evident in their participation in the Project AWARE Grant. This external support and their emphasis on improvement have allowed them to focus on a streamlined system that ensures students receive tiered behavioral and academic support. The team has outlined comprehensive behavioral services, including trauma-informed and restorative practices, and detailed their tiered academic supports, which are crucial for student success.</p>	<p>The SPCSA acknowledges Somerset Academy North Las Vegas's commitment to implementing a school-wide MTSS for all students, and their much-improved MTSS. Their improved tiered support system ensures students receive timely assistance and provides a framework for the school staff and families to work together systematically. The partnership with Project AWARE is time-limited for five years. Thus, the school must prepare sustainability measures after the grant expires. This forward-thinking approach can ensure the school has the internal capacity to sustain infrastructure to support school-based mental health programs and services, thereby maintaining progress.</p>

<p>Continue efforts to sustain and build upon instructional best practices.</p>	<p>The leadership team provided a detailed outline of their instructional focus, emphasizing using curricular resources, data-informed decisions, and coaching cycles to improve instructional practices.</p>	<p>The SPCSA recognizes the unwavering commitment of the Somerset Academy North Las Vegas leadership team and its stakeholders to improving instructional practices. The school's improvement efforts have significantly enhanced the NSPF from a 1-star 24.5 index score to a 2-star 46 index, four points shy of a three-star rating. The SPCSA emphasized building upon the success and implementing sustainability measures to ensure an upward trajectory. Essential to sustainability will be the continued development of the staff and retaining highly qualified teachers, institutional coaches, and leaders.</p>
---	---	---

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> 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.