



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Somerset Academy – Skye Canyon**  
Evaluation Date: 3/17/2021  
Report Date: 5/3/2021

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## A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_2\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf)

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on March 17, 2021 at Somerset Academy – Skye Canyon. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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 operational 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 – Skye Canyon is located in Las Vegas, Nevada in a facility at 8151 N. Shaumber Rd. The school serves 993 students (as of the most recent Validation Day) in Kindergarten through 8<sup>th</sup> grade. The mission of Somerset Academy – Skye Canyon is: “Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.”

# ACADEMIC PERFORMANCE

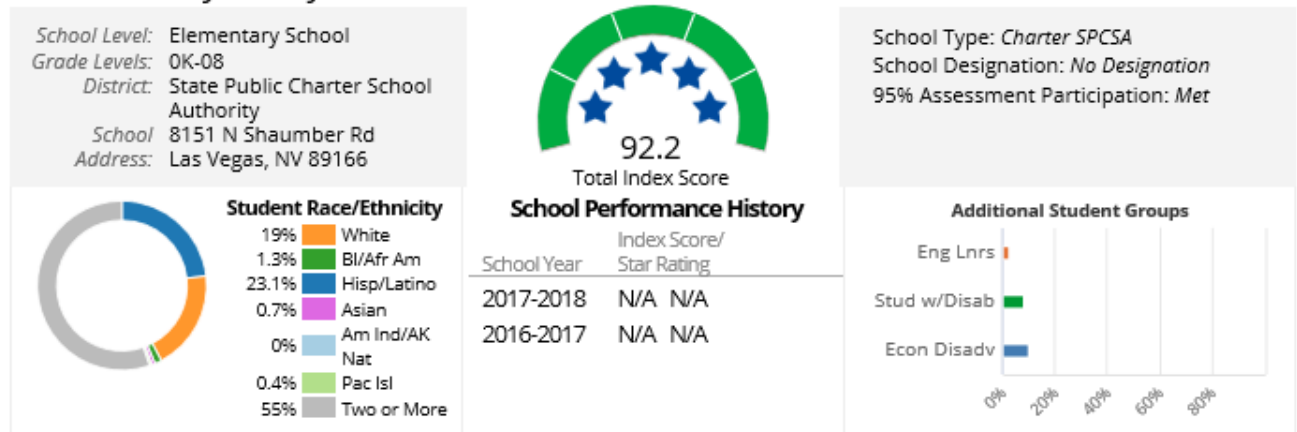
## Somerset Academy - Skye Canyon Nevada School Performance Framework 2019

Somerset Academy - Skye Canyon serves 993 students in grades Kindergarten through 8<sup>th</sup> grade

### Elementary School

#### Somerset Skye Canyon

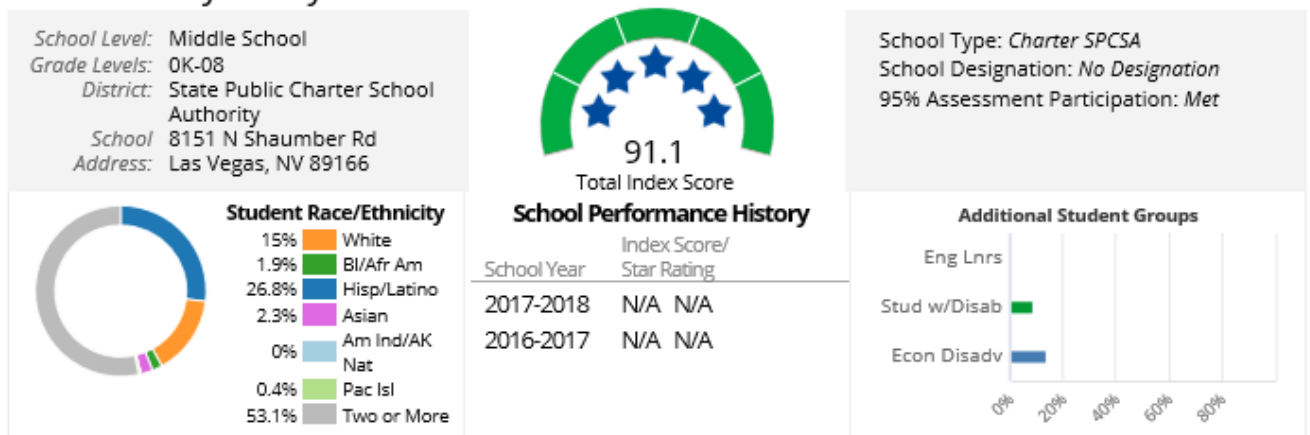
#### School Year 2018-2019 Nevada School Rating



### Middle School

#### Somerset Skye Canyon

#### School Year 2018-2019 Nevada School Rating



Somerset Academy - Skye Canyon  
Math and ELA Results  
Nevada School Performance Framework  
2019

Elementary School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	50	66.2	58.6			56.4
Black/African American	40	24.1	23.5			19.5
Hispanic/Latino	30.8	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	47	47.2	40.6			37.5
White/Caucasian	55.5	51.2	47.1			44.4
Special Education	15.6	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	35.7	29	29.2			25.5

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	66.5	78.4	75.9			74.6
Black/African American	80	40.1	37.8			34.5
Hispanic/Latino	54.5	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.5	66.7	61.3			59.2
White/Caucasian	78.7	67.7	66.3			64.6
Special Education	36.7	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	50	46.3	44.4			41.4

Middle School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	50	66.2	58.6			56.4
Black/African American	40	24.1	23.5			19.5
Hispanic/Latino	30.8	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	47	47.2	40.6			37.5
White/Caucasian	55.5	51.2	47.1			44.4
Special Education	15.6	12	18.6			14.3
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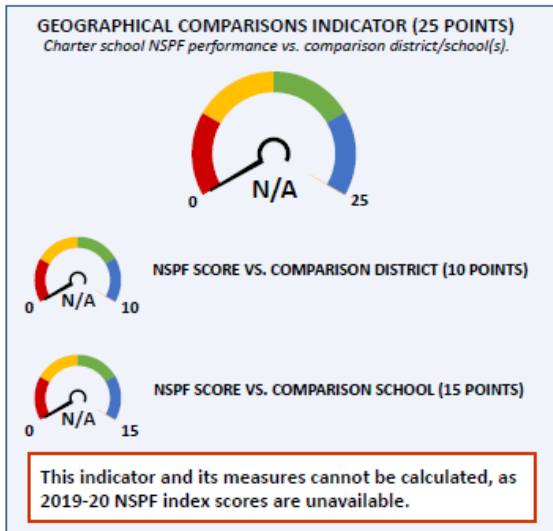
**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	66.5	78.4	75.9			74.6
Black/African American	80	40.1	37.8			34.5
Hispanic/Latino	54.5	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.5	66.7	61.3			59.2
White/Caucasian	78.7	67.7	66.3			64.6
Special Education	36.7	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
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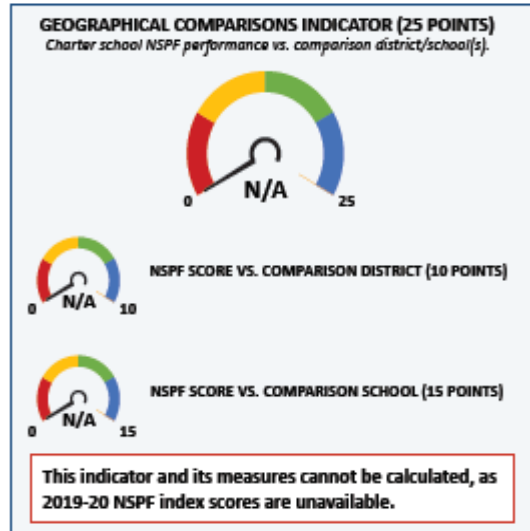
SPCSA Academic Performance Framework

# Geographic Comparison Report

## Elementary School

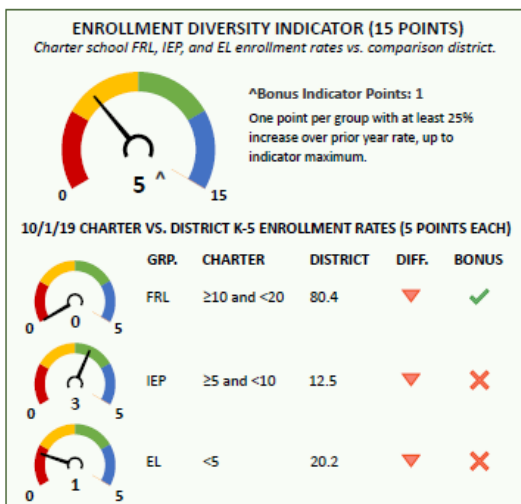


## Middle School

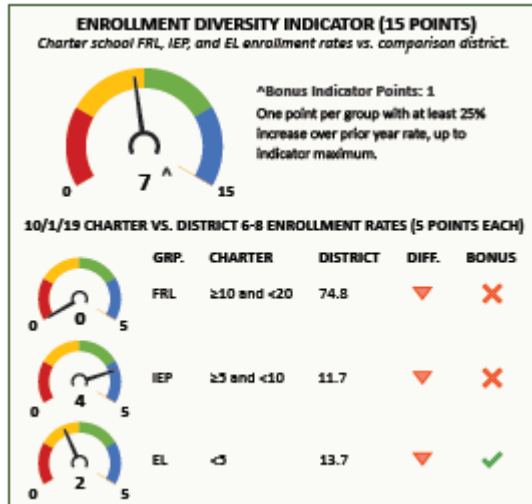


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	12	30 minutes
Students	8	30 minutes
School Leadership	5	30 minutes
Staff	10	30 minutes

### Governing Board<sup>1</sup>:

- Board members were asked what the schools' key design elements were and how they related to the mission and vision of the schools. Board members responded by sharing that the Somerset schools are college preparatory-focused and, through the leaders at each campus, the culture is promoted to reflect this. The *Leader in Me* is used across the network of campuses. Additionally, board members shared that the Lone Mountain campus has the Wildcat Angels that focus on giving back to the community.
- The board was asked to describe the information they receive regarding academic outcomes at the campuses. The board said they receive updates from Academica at board meetings for all of the schools in the Somerset network. The board has been pushing to have more data at the meetings so they can be better informed about each campus. At board meetings, board members stated that they receive updates campus-by-campus so they can understand the unique issues at individual campuses across the network. Each campus principal is also involved in the presentations of data by Academica according to board members. Finally, board members indicated that they also receive weekly updates from each campus. Each board member is assigned a specific school to act as a liaison to the full board.
- Next, the board was asked how they onboard new members and to describe the training that the new members receive. According to focus group participants, each new member participates in training and the board does retreats biannually. Board members shared that Academica also coordinates new board member orientation to assist them in getting comfortable as a board member of the Somerset charter network. Another board member added that when board seats are vacated, they identify what expertise is needed on the board and strategically identify people to serve on the board to fill those gaps. The board members said they have a diverse board that bring a wide variety of expertise as the board is made up of people with business backgrounds, attorneys, financial experts, educators, and insurance experts. Overall, the board indicated that the full board is made up of three educators and four non-educators who each bring their expertise to help serve the school.

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

## FOCUS GROUP SUMMARY continued

- The board was asked about the policy and procedures in place to comply with Open Meeting Law. The board members said they are very aware of Open Meeting Law and respecting quorum. If they are unable to obtain a quorum, they will not hold the board meeting. The board said they do not communicate about business offline, and only discuss Somerset related issues in open forums
- The board was asked how they evaluate principals at each campus. The board changed their evaluation last year to make it more beneficial for leaders at each school. Now, they use data to see where each school is at through a committee that are experts in education data. Committee members are made up of both Nevadans and Floridians from the sister network.
- When asked how the board evaluates Academica as the EMO, members said Academica sends a survey to board members to provide feedback. The board members emphasized that this survey truly is done to allow members to give honest feedback regarding the relationship of the EMO with the schools. Academica is very open to the feedback from those surveys.
- The board was asked how they solicit feedback from parents. Board members responded by sharing that they have times set aside at the beginning and end of the meetings so parents can have time to come up and discuss issues they may be having at campuses. The board also tries to have members be present at each campus during the beginning of the year to solicit feedback and to encourage parents to become involved with the school. Members indicated that the board has also sent out surveys to parents at the beginning of the school year to get feedback on how the campuses were doing in addressing the COVID-19 pandemic. The board continues to encourage each school leader to customize the educational delivery based on the needs of their specific campuses. When board members receive a parent complaint, the process the board follows is to first understand if the parent has first spoken to leaders at the campus. The board also includes Academica in parental complaint matters. According to the board, once the parent has been able to talk with the campus leader, the issue ends there. In the event it doesn't end at the campus, the board chair will take the lead to discuss the issue further with the parent.

### Parents/Families:

- Families were asked how well they feel that the staff and teachers know their children. Parents said they felt that staff knew their children well and their children feel safe and welcome at the school. Family members said the teachers treat their children with respect and kindness. Parents said that teachers still maintain contact with students who have moved on to another grade which the students really like.
- Parents were then asked how they felt about the communication from the school. Parents said they have been really impressed with the school's communication and have found it very helpful. According to parents and family members, the school uses lots of different methods to communicate such as calls, texts, emails, Seesaw,<sup>2</sup> and social media. The teachers are always quick to respond to parent inquires which the parents said they appreciated. The principal is also easy to meet with and parents indicated that they appreciate that open door policy.

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<sup>2</sup> Seesaw is a software platform used for student engagement that allows students to use creative tools to take pictures, draw, record videos and more.



## FOCUS GROUP SUMMARY continued

### Parents/Families:

- The families were asked how they know if their child is learning, and they responded by speaking about their children's ability to discuss subjects on a deeper level. Assignments such as reading have shown the parents the students are able to discuss the material in the book and explain the meaning behind the text. According to parents and families, students are able to recall what they learned weeks later and show a true retention of the course materials. The school also informs the parents what their children are supposed to be learning which allows parents to follow up with their children to check for understanding. Parents said they appreciated teachers providing unique instruction to their children and have found their children more engaged because of it. One parent said their child previously disliked school, but the math teacher has found a special way to connect with their child and it has been great to see their child take an interest.
- Parents were asked what they would like to see improved at the school and one parent mentioned they would like to see a little more focus on athletics so that there are more opportunities for students to participate. Other parents said they would like to see a more diverse curriculum with better representation of a diverse set of people. Other parents said they would like to see an increased focus on the gifted programs for students who are looking for more of a challenge in their studies. Some parents felt it would be nice for the school to push to accelerated students more, so they don't get bored.
- Overall, the parents appreciated all of the ways the school has addressed and helped students through the COVID-19 pandemic. Parents and families members stated that the Somerset – Skye Canyon staff is always looking for new ways to help students learn, and they have always been willing to try new technology which might help the educational outcomes of the students.

## FOCUS GROUP SUMMARY continued

### Students:

- Students were asked what they liked about learning online. Students spoke about how they liked being able to attend school from home. Overall, the students said that they preferred attending school in-person because this allows them to also spend time with their friends and teachers. Students were asked what motivates them to come to school and learn. Students said they like being able to see friends and learn new things. Students went on to say that being able to attend school in-person excites them as well.
- Students were asked how they know they are learning. Students said they know they are learning if they have to spend more time on an assignment because it is difficult. Another student said they know they are learning because when an assignment is difficult, sometimes they want to give up, but they keep going and they are happy when they are able to finish the assignment.
- Students were asked how and who they can ask for help from at school. Students spoke about being able to talk to their teachers during office hours, during lunch, or on Zoom if they are learning virtually. Other students said they will get help from their classmates when they are attending school in-person and will receive help from their family members when they are at home.
- Overall, students said they really enjoy attending Somerset – Skye Canyon, and went on to share that they feel safe and respected at the school from both their teachers and their classmates. When asked if there was anything they would like to see improved at the school, students mentioned having more physical activity during the school day now that they are back in-person. Another student mentioned they would like to see 3 feet of distance between students while in the cafeteria at lunch.

### Leadership:

- The leadership team was asked how they have been able to focus on discussions with teachers through the online PLC format. The leaders said that nothing has changed with the frequency. The leadership team shared that they observe classrooms and encourage constant communication with staff, students, and families. The leadership team also indicated that they encourage their staff to collaborate with one another, with one member of the leadership team saying, “Sometimes the best PD is a colleague down the hall.” The school leadership team also stated that Somerset – Skye Canyon also uses the “Collab Lab” as a way to connect staff members with one another to share best practices. The leadership team complimented the teachers on being able to engage both in-person and virtual students in meaningful ways throughout the school year.
- The leadership team was then asked how the teachers are able to provide frequent feedback to students. The team spoke about the teachers using Google Classroom for things like formative assessments and noted that teachers communicate with students via the “Seesaw” app. For the in-person students, communication and monitoring is done in the classrooms like it was prior to the pandemic. Leaders stated that each student was also given a whiteboard to write on and show their learning, and that these were provided to both in-person and online students.

## FOCUS GROUP SUMMARY continued

### Leadership:

- The leadership team was asked to describe what the SPCSA staff would see when they visited classrooms during the evaluation. School leaders said they expected to see teacher and student discussion for both in-person and online learners. Leaders went on to say that the teachers should also share the screen they are presenting so online learners are included in the discussion and the visual aids used for the lessons. School leaders estimated that around 80% of the elementary students are back in person and 68% of middle school students are back in-person as well. According to school leaders, one of the biggest challenges they have faced is ensuring students who are at home are engaged in the class. Leaders also shared that it is a priority to eliminate distractions at home for students attending class virtually.
- School leaders were then asked about staff retention. The leaders said 100% of the staff wants to come back next year. The leadership team has tried to boost morale of staff by focusing on the mental health and listening to teacher suggestions that will help them in the classroom. One teacher reached out to the school to come back into the classroom next year after leaving the school last year to stay at home with her children. Regarding student retention, the leaders said they have a higher proportion of students who are at risk of being retained this year. The teachers and leaders have already begun having communication with those students' parents to inform them of this possibility and to try to come up with plans that will allow the students to succeed in the last quarter of the year and be able to move on to the next grade.
- Finally, the leadership team spoke about wanting to focus on standards and that they are looking to reestablish a strong culture at the school as students and teachers come back to in-person instruction. According to school leaders, students have missed so much over the course of the last year, and they are aware of this and want to do as much as they can to address this missed instruction.

### Staff:

- Staff were asked what they did to adjust their teaching at the beginning of this year given the ongoing COVID-19 pandemic. Staff members said they adjusted their learning techniques to incorporate the online aspect of the instruction. Staff also spoke about the collaboration with their colleagues to help one another come up with ideas to ensure quality instruction. Teachers also spoke about the struggle of having to learn new technology themselves and then transfer that knowledge to students, all while trying to avoid losing too much instructional time for the core content. Overall, Somerset – Skye Canyon staff shared that they have been very impressed with how well the students have taken to the new technology.
- Staff members were then asked how they monitor in-person students and those learning online. The teachers said they progress monitor every week through applications like Google Forms. Teachers shared that this has allowed them to see where students were behind, address misunderstandings and/or learning gaps, and then track how well students learn the content through additional progress monitoring. Staff shared that the 3<sup>rd</sup> grade classes do weekly math and reading Google Forms to monitor progress, but also will do quick checks during the lesson to gauge understanding. Staff said that this is done by asking students to give a thumbs up or down to check for understanding. Staff shared that teachers use student one-on-one time to check to see if what was being done during that time matched the content and learning that was being submitted by students. Staff members said they saw better results with verbal assignments because they were able to work with the students through the lesson. These

lessons were much more successful than when students viewed recordings because teachers had no way of ensuring the students would actually watch the videos. The staff members shared that they have seen noticeable differences between their in-person students and the online students with in-person outpacing their online counterparts.

- The faculty were then asked how they have been supported by the school leadership throughout the last year. Staff participating in the focus group described talking to the school counselor as cathartic because it gave them a safe space to vent. According to Skye Canyon staff, the school leaders have also shared various resources with staff members to help them deal with things like stress and frustration. The staff also spoke about the support they have received from the PTO through things like decorating the break room or providing snacks. The staff stated that the leadership team also allowed children of the staff to have a safe place at the school to help alleviate the stress some staff felt about balancing their students with their own children's needs. Staff expressed that the administration supports teachers with technology help so teachers can use those different technology strategies to improve their instruction. Teachers also said they appreciate the mentoring program the school has implemented because it gives them a place to go to get help with various things.
- Finally, staff was asked how they recognize when students may be struggling academically or emotionally. Staff shared that they do this in a number of ways, with some staff using a check in form which gives students an opportunity to let teachers know if something was wrong. Teachers stated that they have tried to maintain constant communication with parents and families to help gauge and understand the issues some students may have been experiencing during the COVID-19 pandemic. Other teachers said they try to model the behavior strategies they would like their students to use by using the breathing techniques to provide the students with examples to follow.

# CLASSROOM OBSERVATION TOTALS

A total of 16 classrooms were observed for approximately 25-minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b> Creating an Environment of Respect and Rapport  Establishing a Culture for Learning	<b>Distinguished</b> Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	<b>Proficient</b> Classroom interactions reflect general warmth and caring and a genuine culture for learning.	<b>Basic</b> Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	<b>Unsatisfactory</b> Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	<b>Not Observed</b> This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b> Managing Classroom Procedures  Managing Student Behavior	<b>Distinguished</b> Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	<b>Proficient</b> Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	<b>Basic</b> Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	<b>Unsatisfactory</b> Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	<b>Not Observed</b> This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION

Area 5					Not Observed
	Distinguished	Proficient	Basic	Unsatisfactory	
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 1</b>	<b>Total: 3</b>	<b>Total: 3</b>
Area 6					Not Observed
A	Distinguished	Proficient	Basic	Unsatisfactory	
Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total:</b>	<b>Total: 6</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total: 5</b>
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total:</b>	<b>Total: 8</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total: 5</b>

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total:</b>
	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 3</b>	<b>Total:</b>	<b>Total:</b>	
Area 8 A Using Formative Assessment in Instruction	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total:</b>	<b>Total: 11</b>	<b>Total: 4</b>	<b>Total:</b>	<b>Total:1</b>
	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
<b>Total: 1</b>	<b>Total: 12</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 1</b>	

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

**Evidence of adapted materials/assessments: Area #5**

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 2
- The explanation of the content is imaginative: 2

**Evidence of questioning and discussion techniques: Area #6**

- Questions are planned ahead of time and tied to learning target(s): 1
- Teacher questions are open ended: 2
- Teacher allows time for students to answer – 3 seconds or more: 2
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 2

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 2
- Students are using reasoning and critical thinking: 2
- The lesson is rigorous and includes cognitively complex tasks: 3
- Students engage in several types of activities during the lesson including:
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups: 1
- Student-led classroom:
- Technology is integrated into learning/outcomes: 12
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: 1
- Students receive frequent and meaningful feedback regarding their work: 2
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 1



# ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Student achievement drives decision making at all levels. School board of directors meets no less than once every other month and as often as needed to execute its role of the Governing Board of Somerset. Skye Canyon campus administers NWEA-MAP, VCOMP, Dibels, and a variety of summative assessments to diagnose and monitor student growth and achievement.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	School curriculum is aligned to NVACS: Use Core Knowledge and Everyday Mathematics K-5 and Study Sync, Connected Mathematics Project, grades 6-8.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Students with special needs receive additional supports in their regular education classroom as needed. These students have access to additional adult support, accommodations, modifications, and other

			remediation strategies. For families coming to Skye Canyon, with students with special needs, the school offers “Welcome Meetings” to ensure the transition of the child to the campus goes smoothly. This helps build a foundation for a strong collaborative relationship with the family as soon as possible.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school maintains an English Language Learner Policy Handbook, goal setting, small group support and offers specialized PD training for teachers including WIDA and effective teaching strategies.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The day-to-day operations are aligned to the mission statement. School attendance, student assessment and data are reviewed routinely by school leaders and the school board.
3b	The school holds management accountable.	School Presentation	All staff and teachers are evaluated on an annual basis using the Danielson framework. Assistant Principals are evaluated by the school principal and the Principal is evaluated by the Somerset Board.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Counseling services are provided for all students/staff by a full-time licensed school counselor and a full-time licensed Safe School Professional. The school has taken initial steps in implementing Restorative Justice practices. Safe Voice is utilized to encourage reporting of student/parent concerns.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	There is an Emergency Operation Plan to ensure the physical safety of all student and staff. All K-6 attend a PE class and 8 <sup>th</sup> graders attend a Health class.

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

1. The Somerset – Skye Canyon Campus has a 5-star rating in both their elementary and middle schools. According to the most recent available data from the Nevada School Performance Framework, the elementary School earned 92.2 of a possible 100 index score. The middle school earned 91.1 of 100 possible 100 index score on the same report from the 2018-2019 school year.
2. The school has strong levels of data-based decision making. All students in grades K-8 have their academic growth monitored and measured on a regular basis. The School Performance Plan goals include increasing the percentage of proficient students in both ELA and Math. This indicates that although the school's most recent data is indicating that they are performing well, the school community continues to work toward higher levels of student achievement. School leaders and staff monitor the goals using the MAP assessments and by checking for understanding during instruction. Grade level teams meet to review data, make plans to implement interventions and plan together to best meet the needs of students.
3. There is a strong effort to create a high level of social emotional safety for all staff and students at Skye Canyon. The school counselor and safe school professional meet and support students considered “high risk” in a highly proactive manner. Teachers created interest inventories at the beginning of the school year to find out more about each of their students in order to engage their students in activities and learning that would be relevant and to begin to build relationships with students. The morning announcements and Flight Path Newsletter provide weekly communication to families and staff. A climate and culture survey are performed each year to obtain student, staff, and family feedback to the school leaders. A school garden is maintained and provides a safe and relaxing way for students needing a break to come into the moment and calm themselves when needed. The school holds an Acts of Kindness Week, Peace Week, Lunch Buddies, and a Holiday Spirit Week.
4. The school leaders, staff, and teachers have responded to the COVID-19 pandemic in a positive and flexible manner. The teaching staff has adapted to a variety of software including dual monitors, iPads, Zoom, Google Classroom, and synchronous instruction. Throughout this time, teachers have worked together to collaborate, learn, and share support and ideas for maintaining a rigorous standards-based instruction for all students at the school. A Teacher Mentor Program, Instructional Rounds, and weekly grade level meetings have provided venues to be used to share best practices and support each other at the school.
5. The Skye Canyon leaders and staff continue to create a warm, welcoming atmosphere that provides a welcoming classroom to students. There were many instances of teachers using student's names, and verbally encouraging students by providing positive encouragement and thanking students for their efforts.

## CHALLENGES

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

1. The school has experienced challenges with having consistent participation in classroom activities with remote learners. Some of the identified reasons are technical difficulties, attendance, and success with having students turn in learning assignments.
2. The school is continuing to work on strengthening their knowledge of the Nevada Academic Content Standards. The staff at Skye Canyon is currently focused on improving their ability to unwrap each standard and to know how to assess students to determine mastery of a standard. In addition, staff has been working on identifying priority standards and incorporating the discussion of these priority standards within Professional Learning Community, or grade level meetings.

## RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Continue to work on analyzing the NVACS standards. This will assist the school staff in building upon the current strong levels of student achievement and data-based decision making at the Skye Canyon campus. To build upon the data-based decision making at the school, as standards are analyzed, help those planning and delivering instruction by looking closely for levels of alignment between what is taught, what is learned, what is tested and the overall mastery of each academic standard. For example, both the published textbooks and Core Knowledge, have been vetted by the authors and provide a scope and sequence, however it is important to check for alignment between the learning target, actions within the classroom, checks for understanding, and attainment of the learning target. In this way educators may increase the levels of learning and have a greater impact in the classroom. Continued work with the standards will help teachers to have an in-depth understanding of the set of standards for their grade level, and make informed decisions about the learning expectations, checks for understanding, and the best assessment for a given learning target.
2. Student learning and achievement can be improved by reviewing and implementing a more robust and consistent process for sharing learning targets and criteria for success. Although most of the classrooms observed were consistent in stating the essential question or learning objective, not a single classroom was observed to make sure the students comprehended what those objectives mean. The objective can be written on the board, or the screen, and students are able to repeat back what the objective was or can read it along with the teacher. However, simply rereading the objective does not necessarily ensure that students understand what the learning goal is for the day. Somerset – Skye Canyon may wish to ensure that students internalize the daily objectives by using the following strategies:
  - Take the time within each classroom lesson to make sure students understand what they will learn. For the student, they will need to understand the learning goal and what the assignment or activity requires so that they can attain the learning goal.
  - This means that when a teacher shares a learning target or essential question, the learning targets and assignments must match. Then, the student will strive to do the assignment not the abstract goal.
  - In other words, students should think that if they can do this (assignment), then they can complete the learning objective. If teachers share their goals for student’s learning for the day by telling and giving assignments and activities that embody them and then check for student’s understanding to help assess students understanding of the meaning of the learning goal, then teachers can use this information to affirm if students understand or need clarification. If a teacher chooses to ask the entire group of students if they understand, this is likely not sufficient. Most students will say yes. This also applies to asking students to give a thumbs up if they understand, and most will, even if they have questions or confusions.

### **Specific suggestions**

- Write objectives in student friendly terms, have a brief discussion about what a lesson objective means and have students express what they think it means instead of telling them.
- Have students rate their understanding at the beginning of the lesson and again in the middle and at the end. Show students examples of what success looks like so that they can see how to

- monitor their own learning and assignments to get to the learning target/outcome.
- Engage in direct conversation about the learning target. Ask students to put the learning goal in their own words.
  - Use warm-up questions related to the target or essential question. Consider using the Think Pair Share strategy to encourage students to verbalize and share with others what they think they will be learning. Consider having students explain to each other what they know and do not know about the objective or learning target.
3. It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensuring that the EMO functions as effectively as possible. SPCSA staff would be happy to work with the Somerset Board regarding this recommendation to ensure that the current evaluative method is enhanced.

## DEFICIENCIES

There were no identified deficiencies for the Somerset Academy – Skye Canyon campus during this site evaluation.