



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Sky Pointe

Evaluation Date: 1/25/2023

Initial Draft Report Date: 3/28/2023

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/25/2023 at Somerset Academy Sky Pointe (Somerset Sky Pointe). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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

SCHOOL BACKGROUND

Somerset Academy Sky Pointe is located in Las Vegas, Nevada in a facility at 7038 Sky Pointe Drive. The school serves 2,114 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of name of school is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

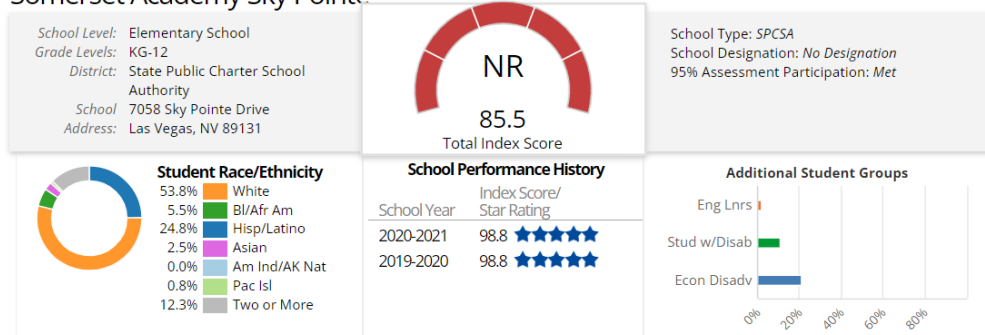
Nevada School Performance Framework 2022

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

Elementary School

Somerset Academy Sky Pointe

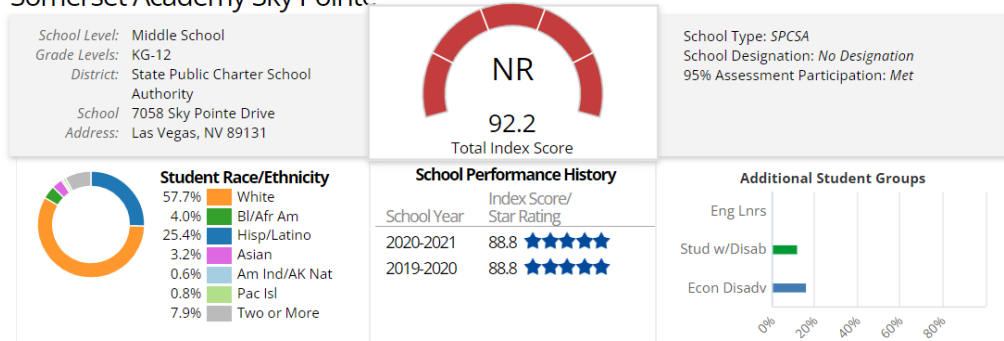
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Sky Pointe

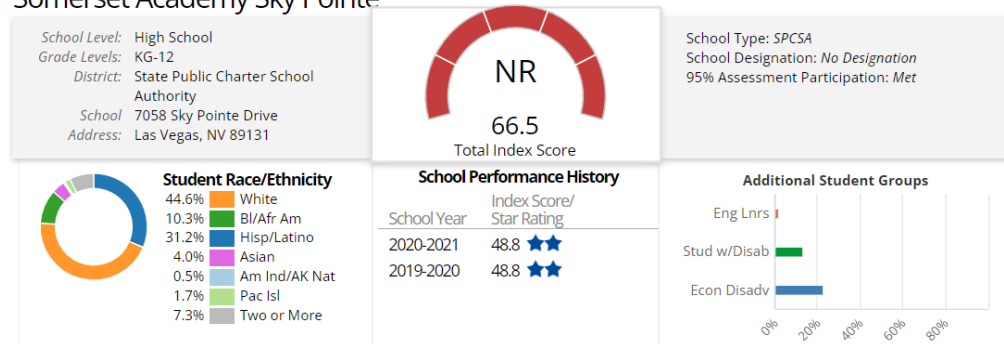
School Year 2021-2022 Nevada School Rating



High School

Somerset Academy Sky Pointe

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	61.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	54.5	72.8	70.4			
Black/African American	45.0	30.3	35.7			
Hispanic/Latino	51.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	57.9	55.6	57.5			
White/Caucasian	68.0	60.7	61.3			
Special Education	26.0	26.3	32.1			
English Learners Current + Former	23.0	34.9	39			
English Learners Current	18.1	25.5				
Economically Disadvantaged	48.6	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	62.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	54.5	74.9	76.7			
Black/African American	65.0	39.8	45.4			
Hispanic/Latino	56.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	56.0	61.5	66.2			
White/Caucasian	66.8	65.5	69			
Special Education	23.9	25.5	33.5			
English Learners Current + Former	23.0	37.4	44.4			
English Learners Current	9.0	24.4				
Economically Disadvantaged	51.3	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	54.4	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	66.6	62.7	60.6			
Black/African American	38.8	18.2	27.3			
Hispanic/Latino	41.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	67.2	41.8	43.6			
White/Caucasian	59.3	48.1	49.8			
Special Education	14.2	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	48.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	68.2	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	86.6	79.0	77.1			
Black/African American	66.6	41.1	40.9			
Hispanic/Latino	61.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	74.2	64.6	63.2			
White/Caucasian	70.1	67.2	68			
Special Education	20.4	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	63.8	45.9	47.1			

High School

Math Proficient			Math Proficient Points Earned: 4.5/10			
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	25.3	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	10.5	10.2	22.5			
Hispanic/Latino	8.9	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	35.7	31.9	40.11			
White/Caucasian	35.0	33.8	47.04			
Special Education	8.3	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	12.8	14.6	27.8			

ELA Proficient			ELA Proficient Points Earned: 9.5/10			
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	55.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	26.3	40.6	34.82			
Hispanic/Latino	37.5	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	78.5	60.5	60.16			
White/Caucasian	68.3	65.7	64.14			
Special Education	17.3	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	35.8	43.4	40.77			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 36.4 between school (85.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 26 between school (85.5 points) and comparison school (59.5 points).

Middle School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 47.5 between school (92.2 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

14/15 NSPF score difference of 24.7 between school (92.2 points) and comparison school (67.5 points).

High School

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

6/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

3/10 NSPF score difference of 3.7 between school (66.5 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

3/15 NSPF score difference of 0.5 between school (66.5 points) and comparison school (66 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

7/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

1/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

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

8/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.6%.

High School

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

8/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 20 to $< 30\%$ compared to district Gr9-12 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.3%.

2/5 School EL rate of $< 5\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	10	30 minutes
School Leadership	12	30 minutes
Staff	13	30 minutes

Governing Board¹:

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

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Parents reported their children being eager to share the activities they participate in at school as well as what they are learning. Parents in the focus group said their children use the vocabulary of the classroom and describe in detail what they are learning. One parent of a high school student said their child usually begins their learning conversations by asking, “Hey, did you know...?” and then will tell the parents what they have learned. Parents indicated that on Friday they receive packets of assignments and can see what the students learned that week. Parents of middle-schoolers and high schoolers said their children complete more academic work on computers rather than on paper, so they do not see as many paper copies of assignments coming home from their older students. Families indicated the school communicates through a variety of media, including, the school’s website and weekly newsletter, email, text blasts, as well as software applications such as Class Dojo. Many parents said the amount and quality of information from teachers through Class Dojo was mixed. “Some of my children’s teachers are consistent with communication and I know what is happening and what dates are coming up that are important. Some of me other children have teachers that don’t use Class Dojo at all.” A few parents agreed and described their disappointment with communication in selecting electives for middle-school students. “Selecting electives could have been communicated better. Parents weren’t fully aware of how students chose and what the electives were; or even when students chose their classes,” one parent reported while several other nodded in agreement. Another parent said, “The school even created a few interventions were created and we weren’t notified. I thought communication could have been facilitated better.”
- Parents said it was very important to them that they trust those who are caring for their children. Parents described feeling comfortable on campus and appreciated the ways in which the school bridged parental concerns. “Teachers make an effort to support students to feel safe, comfortable, and emotionally okay.” Parents appreciate they can volunteer and help and see their child’s classroom. Parents said there is “an all-hands-on deck approach” to campus responsibilities. One parent reported, “The principal will direct traffic, administration will focus on the children’s needs and, not their own personal conversations, with adults. The focus is on the children.”
- Parents readily expressed appreciation for the sporting opportunities offered to all grades at Somerset Sky Pointe. Parents mentioned their children participate in basketball, baseball, soccer, and football. One parent said, “If enough people are interested, the school will create the team to accommodate the students’ desires.” Another parent said, “I like the ability children have to make multi-age friends when on a sports team. Those communication skills and relationships are important and will serve them well in life.” Families value the middle-school mentoring program that partners eighth graders with sixth graders to assist them in acclimating to middle-school. Other extra-curricular activities offered by Somerset Sky Pointe according to parents include the school leadership program, called Lighthouse, dance, violin, and cheer.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students said they learned about the school-wide expectations as well as classroom behavioral expectations at the beginning of the year. “We received a syllabus, and the teachers went over the expectations. We also have visual reminders posted in the classrooms.” A second student said, “Throughout the year, we also review the rules of behavior. If our class is warned that we are misbehaving, the teacher will go over the rules with the whole class.”
- Students were asked to describe how and when they demonstrate ownership of their learning during class time. High school students in the focus group indicated, “We don’t really get to take ownership of our learning in the advanced placement classes. We listen to a lot of lectures.” Many students agreed this was not just something happening in advanced placement classes. One student said, “There is one teacher that allows us to volunteer and lead a class session in high school.” Students in the focus group were vocal in sharing they felt there are many activities or lessons that are very teacher directed and/or busy work. “Most teachers create slides and then read from the slides.” Some students said they get to share information with their peers “only on special occasions.” One student said, “It would be nice if we could have more of a voice in decision making.” Every student in the focus group agreed with this statement. A second student shared, “I am on student council, and we do not have a voice in decisions. As a representative of the students, I can’t represent students when we don’t get a voice in shared governance.”
- Students said they feel respected in class when teachers keep students engaged in the instruction and did not speak in a condescending or sarcastic manner. Several students agreed with this statement and also valued being treated like adults. Another student said, “I feel respected and seen when teachers set boundaries but are also sympathetic when life events happen.” Several students expressed gratitude for teachers who allow students to share their opinions. “I like when we can lead or get to talk about what we are learning.” Students reported feeling comfortable talking in class as well as sharing personal things with their teachers.
- Expectations for projects and assignments are distributed to students so they are aware of the directions and any grading rubrics according to students in the focus group. Students said assignment/project guidelines are distributed in print or can be found electronically. Students in elementary classes reported using writing rubrics. Students shared that if they were struggling with understanding something, “the teacher will take students to one side and work with us.” Another student said, “The teacher will work with us one on one or in small groups, or we can stay in during recess and work on something.” The students did share during the focus group they would appreciate more feedback on written assignments. Many said they often only receive a score rather than detail as to what they did well and what they could improve upon. Many students also suggested it would be beneficial if they received greater and more in-depth feedback on their progress rather than just a grade at the end of a unit or final exam.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- Somerset Sky Pointe leadership reported having a strong mentoring program aligned to the Charlotte Danielson framework³. This framework is also used to evaluate teachers. According to school leadership, instructional mentors meet with teachers 60 minutes per week, assist with lesson planning, observe mentee's teaching, and provide suggestions to enhance classroom learning. Mentors receive training and PD on the Danielson framework before becoming a mentor. According to leadership, "Training workshops take place throughout the year for teachers to understand and use the curriculum that is aligned with the Nevada Academic Content Standards (NVACS). Somerset Sky Pointe supports Professional Learning Communities (PLCs) designed to unwrap standards and ensure teachers have an in-depth understanding of standards.
- Leadership described how teachers foster academic talk in the classroom. The principal said, "Somerset Sky Pointe is a Leader in Me school. We emphasize students to be leaders of their own learning." Another member of the leadership team indicated the culture of the school underscores "the end in mind and students in each classroom know the daily objective and can explain the concept." Leadership went on to note that students in each class participate in analyzing texts, leading classroom discussion, leading instruction, and creating questions for their peers. Somerset Sky Pointe "embeds peer collaboration within classes; including peer editing and using academic language in providing critical feedback to peers." One member of the leadership team explained, "There is a lot of cross-curricular understanding of concepts and academic language with social studies classes and English language arts, also, with science and math. The academic vocabulary becomes part of the conversation."
- Leadership continues developing ways in which to communicate school information to families. Along with software platforms such as Class Dojo, Infinite Campus, emails, electronic newsletters, and the school website, Somerset Sky Pointe has developed a podcast. As one member of the leadership team explained, "We interview students about what they are doing in school, what activities they participate in, and how these conversations align to our 13 behaviors of high trust leaders." The Leader in Me (LIM) character education program focuses on personal responsibility and building leadership skills through character competence based on the 13 behaviors. *Covey's Seven Habits of Highly Effective People* is also a resource used school-wide to frame behavioral expectations and build personal responsibility and leadership skills. Leadership stated that podcasts are one medium for promoting the school and communicating with families or prospective families, and that they are broadcasted on Fridays. Leadership also schedules Parent University and invites families to attend and participate in workshops geared to home support of learners. For example, one Parent University informed families on how to access and navigate Padlets⁴ from the Somerset Sky Pointe website. Another Parent University session underscored the importance of school attendance and impact on student success.

Staff:

- Faculty reported encouraging students to use academic vocabulary in their discourse throughout the day with peers and adults. Teachers said they "model using the language and encourage students to use the language at home." Those who teach English language arts (ELA), and social studies see cross-curricular

³ The Charlotte Danielson Framework is a rubric tool used to identify the aspects of a teacher's responsibilities that promote improved student learning. There are four domains to the framework: planning and preparation, the classroom environment, instruction, and professional responsibilities.

⁴ Padlet is an electronic multi-media platform space in which the author can create and develop the 'notice board' with words, images, videos, or URL links. Each Padlet can be made public, private, or shared with a specific group.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

academic language being used between their classes. Teachers of science and math said they also see students using cross-curricular academic language in their subject areas.

- Teachers said they utilize their physical space on campus in creative ways. One teacher shared, “We sometimes use floor space to work with students in small groups or we get pushed into the hall.” Another teacher offered, “When we get pushed into the hall it makes it challenging to manage on-task behavior.” Aides also reported when they take small groups into the hallways for pull-out sessions, stating, “It is very distracting when there are fire drills or classes are moving from one classroom to another. Bathrooms are also close by and the noise from those spaces can be disruptive. Monitoring our small groups and these common areas is demanding.” High school teachers said they are pressed for room with science labs. “Often the lab groups spill out into the hall and that can distract learners in other classrooms.” Many teachers in the focus group shared moving desks in the classroom to maximize learning groups create poor traffic flow.
- Teachers were asked to describe staff morale. One teacher said, “We have the best school ever.” Another teacher shared, “The teachers at Somerset Sky Pointe don’t speak badly about the students. The focus here is on ‘how can we make it better?’” Several teachers described administration considers who will work best on a team and then will group folks “together to collaborate and work together.” Teachers appreciate the opportunity to highlight staff and faculty weekly. Teachers in the focus group did say that one thing that brings morale down is veteran teachers pay. “Veteran teachers are making less than new teachers and we feel the disparity.” Members of the faculty and staff focus group also mentioned pay for aides was very low. Improvement in pay and being comparable to others in the profession would be beneficial according to focus group participants.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 27 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
	Total: 14	Total: 8	Total: 3	Total: 1	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 13	Total: 9	Total: 3	Total: 1	Total: 1

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 8	Total: 16	Total: 2	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 12	Total: 14	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 15	Total: 0	Total: 2	Total: 7
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 1	Total: 2	Total: 3

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 11	Total: 6	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 9	Total: 15	Total: 1	Total: 1	Total: 1

Additional information about the classroom observations shared here when applicable

- In one high school physical education class, students stretched their bodies, mirroring a video. The teacher also demonstrated the movement. One student walked among the class assisting peers as needed.
- In a few high school science classes, student engagement was scattered. Some students had completed the assigned activity and chatted with peers while other students continued to work on the task. Those still working appeared distracted by the side conversations. The timing and pacing of the activities were uneven and led to a loss of instructional time for some students.
- In one elementary classroom, students listened to the teacher read a passage. The teacher then asked fact based, fill in the blank questions in which students responded as a whole class. The teacher walked the room as s/he read aloud. Several students were off-task and distracted. One student rummaged through his desk, another rocked back and forth on his chair, banging the desk behind him with the chair. A few students had their heads down. Two other students hummed at low levels. The teacher did not re-direct the disruptive or off-task behavior.
- In one high school dance class, students practiced a routine. Students took turns assisting their peers in correct posture, coordinated movement, and used academic vocabulary to identify dance moves. The teacher referred to a rubric after each section of the dance to let students know which areas needed focused attention, facial expressions, larger gestures, more pronounced back arch, etc.
- In one middle school classroom, students created a hidden message using the Cuneiform alphabet. Students worked in groups to decode their messages.
- Students in one elementary classroom took notes while watching an informational video on the earth's axis. Students then took turns sharing one fact from their notes with the whole class. Students used academic vocabulary when raising their hands to share. Students stood to speak.
- In several targeted intervention sessions students were highly engaged with their learning. The students were eager to share with the teacher their thoughts and were quick to advocate for themselves when they didn't understand a concept or the directions.
- In one middle school classroom, the teacher struggled with classroom management. Students shouted out and disregarded the teacher's instructions. The teacher asked low-level fact-based questions. Many of the students wanted to share the answer and arrived at the answer quickly. Others could not answer the question. Many students were disengaged, off-task, and even said 'no' to the teacher when an attempt was made to redirect off-task behavior.
- In one middle level class, pairs of students solved multi-step algebraic equations, using mathematical specific vocabulary to label and identify the steps of the problem. The objective and essential question was listed on the whiteboard. The teacher circulated the room, answering student questions.
- In one middle school classroom, several students remained off-task despite the instructor repeatedly warning the students to stop "talking, singing, and using their chrome books inappropriately." A few students leaned back in their chairs and had their feet on the tables. One student kept rocking his chair back and forth and fell backward. Students were tasked with watching a video independently and then were directed as a whole class to watch a video. It was unclear as to why the students were watching the videos or what they were to do with any information detailed in the videos. Students talked with their table mates through both videos about things unrelated to instruction.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Somerset Sky Pointe implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Sky Pointe protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. Students' IEP ⁵ or 504 plan files are kept under lock and key.
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a

⁵ IEP is an initialism for Individualized Education Plan.

		refrigerator, and a receptacle for disposing of sharp objects in each nurse's area. Somerset Sky Pointe has a nurse's area in each of their three buildings; one for elementary classes, one for middle-school, and one for high-school.
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Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Self-Assessment of the implementation of prior recommendations by school staff</p>	<ul style="list-style-type: none"> • Continue to focus on increasing the number of students qualifying for free and reduced price lunch (FRL) and/or classified as English Language Learners (EL) at the elementary, middle, and high school levels so as to be more representative of the community Somerset Skye pointe serves. • Examine the current method of evaluating the EMO, Academica Nevada, to ensure a comprehensive and objective evaluation tool is in place to guide the board in assessing achievement, improving effectiveness, and ensuring that the EMO functions as effectively as possible. • Consider increasing the number of classroom discussions taking place at the school so as to promote peer-to-peer dialogue in classrooms. • To better meet the needs of EL learners, consider offering instructional staff members the opportunity to engage in an EL standards framework as provided by the Nevada Department of Education.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ul style="list-style-type: none"> • Leadership indicated Somerset Sky Pointe is continuing to work on increasing enrollment and resources for specialized populations. A new evaluation system for Somerset Sky Pointe's EMO, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board. • Training has been provided to teachers to promote peer-to-peer interactions, along with the implementation of Kagan strategies and how to utilize small groups during lessons. Coaches have also visited classrooms and modeled how to use these strategies for teachers. • Teachers have been offered EL training opportunities. Somerset Sky Pointe has provided on-site staff trainings and purchased curricula to support EL students. After school tutoring is also available.
<p>Reason's school believes additional time will be needed to fully address the recommended items, if any.</p>	<ul style="list-style-type: none"> • Somerset Sky Pointe leadership believes that recommendations from the 2020- 2021 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations is ongoing. • With the exception of serving a more representative student population, SPCSA staff agrees with this assessment and concluded that the board, leadership team, and staff have developed a more robust evaluation for Academica Nevada and have increased student-level discourse in classrooms. The school should continue to prioritize the current Recruitment & Enrollment plan developed prior to the 2022 – 23 school year.

SITE EVALUATION FINDINGS

STRENGTHS

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

- The Somerset Sky Pointe leadership team is focused on student academic gains and creating robust targeted interventions during the 2022-2023 academic year to increase student learning. Coaching protocols, professional development, and wrap-around services have been developed and implemented for targeted support. SPCSA staff observed students interacting with teachers comfortably, readily asking for help or clarity, and advocating for themselves when they did not understand content or instruction. Learning goals and daily objectives were visibly posted in the majority of classrooms SPCSA staff observed on the day of the site evaluation. A purposeful use of instructional time and transitions were observed to be clearly planned, well designed, and implemented in most of the classrooms the site evaluation team observed.
- Educating families with tools and skills on how they can assist learners at home is a strength at Somerset Sky Pointe. Leadership scheduled Parent University and invites families to attend and participate in workshops geared to home support of learners. For example, one Parent University informed families on how to access and navigate Padlets from the Somerset Sky Pointe website. Leadership curates and builds academic resource Padlets that can be used at home to support learning. Leadership regulates the Padlet landing page that anyone can access from the Somerset Sky Pointe website. Teachers and specialists may suggest a resource to leadership, who vets the resource to ensure it aligns to the school's mission, is student and family friendly, and aligns to the standards. Another Parent University session underscored the importance of school attendance and impact on student success.
- The school culture is strong at Somerset Sky Pointe. Somerset Sky Pointe school culture begins by acclimating students to the LIM character education program. LIM undergirds personal responsibility and building leadership skills through character competence based on 13 behaviors. Somerset Sky Pointe also folds in Covey's *Seven Habits of Highly Effective People* with the LIM program beginning in primary grades. According to leadership, teachers, and parents, students use data folders to track their academic data and lead parent teacher conferences on their learning. Students set learning goals in conversation with their instructors. LIM is embedded within each content area and found in every class lesson. SPCSA staff observed reference to the LIM behaviors during classroom observations. Daily objectives written on the board included language of the 13 trust behaviors. Students demonstrated speaking comfortably in the classroom.
- The special education faculty have created a document titled 'SPED at a glance' to assist general education teachers with student accommodations. General education teachers are provided a one-page 'SPED at a glance' document individuated to each student's IEP. Teachers find the one-page document conducive to academic preparation for students with special needs, rather than reading through a student's entire IEP written for special education personnel.

- Somerset Sky Pointe offers high school students two pathways to graduation, a career and technical education (CTE) focus and a dual credit Associate Arts degree (AA) in partnership with College of Southern Nevada (CSN). Students in CTE may choose to pursue routes in Teaching and Training, Graphic Design, Video Production, or Sports Medicine. Middle-school students can begin taking CTE classes in middle-school. Somerset Sky Pointe added more advanced placement courses to their high school offerings, bringing the content areas of AP offerings to biology, calculus, language and composition, literature and composition, world history, U.S. History, government, psychology, physics, computer science, American government, statistics, and Spanish, Dual credit programs are offered for sophomore, junior, and senior high school students in partnership with CSN and University of Nevada, Las Vegas (UNLV). Within one academic year, the dual credit program has grown from 50 students enrolled to 100 student participants.

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.

- Leadership reported challenges with chronic absenteeism at Somerset Sky Pointe. Somerset Sky Pointe's chronic absenteeism is 16% at the elementary level and 17% at the middle-school level, and 16% at the high school level. While leadership has strategized ways in which to communicate and educate parents on the benefits to being in school and how attendance correlates to academic success, chronic absenteeism is a challenge.
- Somerset Sky Pointe struggles with space constraints, sometimes resulting in limited instructional space for pull out interventions and small group work. As a result, Sky Pointe staff has had to make strategic decisions to accommodate student needs. Students in the focus group indicated theater students and band students share a space for rehearsal. Neither group has optimal room in which to practice. Leadership said they would like to offer more academic opportunities, but space is limited.
- School leadership indicates that although they are fully staffed for the 2022-2023 academic year, finding science, math, and special education licensed qualified teachers is a challenge. Leadership is acutely aware of Somerset Sky Pointe's high school math and science proficiency scores and report diligence in focusing attention on student academic growth in these areas.
- Somerset Sky Pointe has challenges with increasing the number of FRL, EL, and IEP students. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at Somerset Sky Pointe from 20.7% to 24.8%. Although Somerset Sky Pointe has increased their FRL enrollment numbers, they are still below the SPCSA's average of 46.4%. Somerset Sky Pointe's EL population is below five percentage, lower than the SPCSA's average of 9.2%. Somerset Sky Pointe utilizes a weighted lottery. The governing board and school leadership continue to discuss ways in which to encourage families within specialized populations to apply and has also implemented a Recruitment and Enrollment Plan as directed by the SPCSA Governing Board dated March 4, 2022.

RECOMMENDATIONS

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

- As Somerset Sky Pointe continues efforts to increase student academic growth and proficiency ratings, SPCSA staff recommend utilizing student engagement strategies in a more intentional and meaningful

manner. The principal reported during the leadership focus group, “Sky Pointe is a Leader in Me school. We emphasize students to be leaders of their own learning” (p. 11 of this report). Student ownership is evident when students can articulate what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future. (National Institute for Excellence in Teaching, 2021). By increasing student voice through peer-to-peer conversations, student presentations, student lead classroom discussions, and students learning how to ask and respond to high-level questions (Bloom’s taxonomy, Costa’s levels of Questioning) student engagement may further solidify learning intentions (Brookhart, 2007).

- SPCSA staff recommend Somerset Sky Pointe create school-wide common practices in providing students feedback regarding their learning progress on class assignments and projects. Many students in the student focus group indicated they would like more feedback from teachers on their learning progress. “Providing information, via teacher feedback and student self-assessment, about the location of current student work in relation to the goal” and supporting students in taking the steps to move closer to the learning goal has “profound effects on student motivation, learning, and educational decisions” (Brookhart, Moss, Long, and 2009).
- SPCSA staff recommend Somerset Sky Pointe continue educating families on the importance of being present at school. Leadership understands “student absenteeism data and the ramifications of chronic absenteeism on student achievement” (Spradin, Cierniak, Shi, and Chen, 2012). The school leadership team has implemented several means of communicating how “regular school attendance is an important factor in school success” (Rothman, 2001). The leadership team telephones families when an absence occurs and requests medical documentation to ensure absences can be verified as a medical necessity and thus excused. Leadership also requires parents to attend a meeting at the school, informing them of Nevada state attendance laws and how “poor attendance patterns predict poorer grades” (Morrissey, Hutchinson, and Winsler (2014). Please continue efforts to increase student school attendance and educating families on the “direct correlation between good attendance and student achievement” (Dekalb, 1999).
- SPCSA staff recommend Somerset Sky Pointe prioritize improving student enrollment to be more representative of the local district and the SPCSA following the 2023 -2024 Recruitment and Enrollment Plan submitted to the SPCSA. The school should pay particular attention to FRL, and EL populations. Validation Day numbers indicate Somerset Sky Pointe serves 24.8% FRL students, and less than five percent of enrolled students are identified as EL students. Somerset Sky Pointe should continue to focus on strategic methods to increase these numbers through the weighted lottery and leverage the current Recruitment and Enrollment Plan as approved by the Somerset Board in 2022.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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