



Nevada State Public Charter School Authority

Site Evaluation Report: Somerset Academy Skye Canyon

Evaluation Date: 1/26/2023

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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 1/26/2023 at Somerset Academy of Las Vegas Skye Canyon. 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 takeaways 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 Skye Canyon is located in Las Vegas, Nevada in a facility at 8151 N. Shaumber Road. The school serves 1,008 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Somerset 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

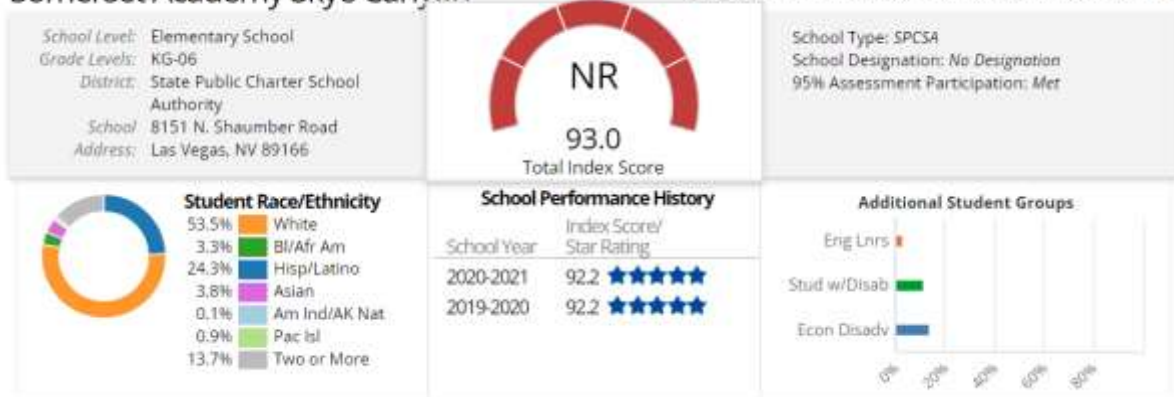
Nevada School Performance Framework 2022

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

Elementary School

Somerset Academy Skye Canyon

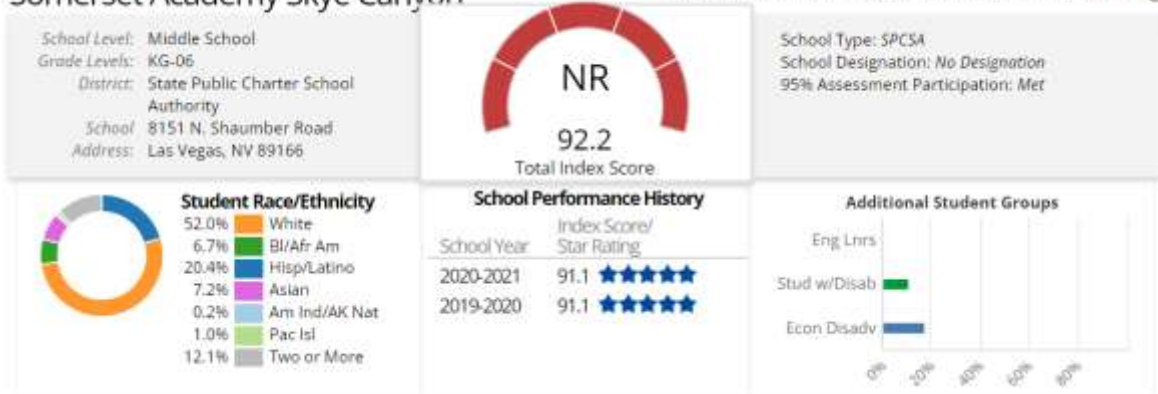
School Year 2021-2022 Nevada School Rating



Middle School

Somerset Academy Skye Canyon

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

ELA Proficient						
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	69.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	92.3	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	67.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	70.0	61.5	66.2			
White/Caucasian	67.4	65.5	69			
Special Education	30.6	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	60.8	42.8	49.4			

Math Proficient						
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	66.6	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	92.3	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	57.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	70.0	55.6	57.5			
White/Caucasian	67.4	60.7	61.3			
Special Education	28.5	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	45.6	35.6	42			

Middle School

Math Proficient						
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	53.6	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	69.2	62.7	60.6			
Black/African American	58.3	18.2	27.3			
Hispanic/Latino	50.6	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	59.5	41.8	43.6			
White/Caucasian	51.0	48.1	49.8			
Special Education	20.0	9.7	22.7			
English Learners Current + Former	25.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	49.0	23.9	32.7			

ELA Proficient						
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	71.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	76.9	79.0	77.1			
Black/African American	62.5	41.1	40.9			
Hispanic/Latino	72.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	76.1	64.6	63.2			
White/Caucasian	71.1	67.2	68			
Special Education	22.8	18.0	25.8			
English Learners Current + Former	33.3	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	63.6	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

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 43.9 between school (93 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

13/15 NSPF score difference of 21 between school (93 points) and comparison school (72 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)

15/15 NSPF score difference of 58.2 between school (92.2 points) and comparison school (34 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.

6/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

0/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district GrK-5 FRL rate of $> 9\%$.

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: FRL.
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 $> 9\%$.

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%.

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 Academy of Las Vegas holds meetings “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, and others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain the results, compile the results, and present the results in a report. “The governing board

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 Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, 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

receives the report, and we examine the data. We then inform the EMO of our evaluation.”

Parents/Families:

- Parents shared why they chose Somerset Skye Canyon, given that the Somerset network offers multiple campuses. One parent explained, “The location of the campus played a major role in my decision to send my child to Somerset Skye Canyon.” Another parent said, “I saw this campus being built and wanted my child to have the experience of attending a new school.”
- Families shared several instances of when and how the school contacted them. One parent said, “The school contacts families regularly via email, weekly newsletters, and online platforms.” Another family said, “Whenever I email the teachers and principal, they get back to me right away.” Several family members voiced that they are highly satisfied with the level of communication that Somerset Skye Canyon provides.
- Families shared they are invited to participate in school events, but responses were somewhat mixed with others feeling like more opportunities to be on campus would be welcomed. One family member said, “We have been invited to attend the fall festival, award ceremonies, and career days.” Another parent explained, “Since COVID-19, the school hasn’t had any class parties where parents are invited to attend, and I don’t like it.”

Students:

- Participants in the student focus group shared how they learned about Somerset Skye Canyon. One student said, “I live by the school and saw the school being built. I couldn’t wait to attend!” Another student said, “My older siblings and cousins went here so I came here to be with my family.”
- Students took turns sharing various concepts they are currently learning in their classes. Several students shared concepts they are learning, such as unit properties, distributive property, pre-geometry, Greek mythology, the Constitution, government structures, planetary system, thermal energy, essay writing, informational texts, and podcasts.
- Participants in the student focus group described the behavior in the middle school hallways and at lunch to be loud and crowded. One student said, “Some kids cannot get to class as early as they would like due to the traffic in the hallways. With so many classes getting out at the same time, it makes it difficult to get to classes on time.” Another student said, “Seventh grade has two different lunches this year. Last year there was only one lunch, and we were able to see all of our friends. Now, one lunch for the seventh grade is in the middle of the fourth period. We go to lunch in the middle of the fourth period and go back to the fourth period after lunch. Now that there are two different lunches for seventh grade, we don’t get to see all our friends. I also don’t like leaving in the middle of my fourth-period class for lunch because it interrupts my learning.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- In the previous 2021 – 2022 site evaluation report, it was recommended that Somerset Skye Canyon continue to work on analyzing the [Nevada Academic Content Standards](#). Leadership reported that they are working to address this, and evidence is displayed in the classrooms. One member of leadership explained, “Objectives and essential questions are either written on the board or beamed onto the board. Objectives should be visible at all times so students can refer back to them throughout the day. The essential question should align to the objective. In addition, formative assessments are provided through the lesson to assess students’ level of understanding.”
- The leadership team provided an update on the progress of their plan to increase student enrollment in specialized populations so as to align with the SPCSA’s strategic plan more closely, which commits to increasing the diversity within sponsored schools so that they are more representative of the communities they serve. One member of leadership explained, “The recruitment and enrollment plan made us hyper-focused on reaching out purposefully. We recognize that our school is in a privileged geographic location. The weighted lottery didn’t go beyond the area because the school does not provide transportation. We’ve created mailer postcards and selected areas that are less privileged.”
- Leadership shared how Somerset Skye Canyon has utilized [ESSER](#) funds to support students. One member of leadership explained, “We spent ESSER funds on technology. For example, we have a Chrome cart in every classroom and provide teachers with a dual screen. We have also used ESSER funds to provide summer school for two consecutive years.”

Staff:

- As previously noted in the 2021 – 2022 site evaluation report, it was recommended that this school continues to work on analyzing the NVACS. One staff member stated, “We have had professional development to help content teaching staff better understand the NVACS.” Another staff member explained, “During one professional development, we discussed the difference between the priority standards versus the nonpriority standards.” A third staff member shared, “We also get to observe our colleagues teaching the NVACS.” Several content teaching staff reported that they would like more focused professional development on strategies and activities that can be used that aligns with the NVACS. A staff member communicated, “We know how to unpack the NVACS, but we want to know what this looks like in the classroom.”
- Several staff members reported that administrators visit classrooms to conduct formal observations. One staff member shared, “Administrators will also come in when asked.” Another staff member explained, “The feedback relates back to the Charlotte Danielson framework³. The feedback connects to the domains and is explained in detail.”

³ The Danielson Framework for Teaching was developed by Charlotte Danielson as a tool to identify the aspects of a teacher’s responsibilities that have been documented through research as promoting improved student learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Staff reported they foster academic talk in the classroom. One staff member shared, “I make sure that students understand the vocabulary words in the essential questions.” Another staff member explained, “I model the academic language daily during instruction.” A third teacher shared, “I build a community where it is okay for students to correct each other.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 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	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	Total: 15	Total: 9	Total: 0	Total: 0	
Establishing a Culture for Learning	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
	Total: 16	Total: 8	Total: 0	Total: 0	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 17	Total: 7	Total: 0	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: 22	Total: 2	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 4	Total: 17	Total: 0	Total: 0	Total: 4
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: 11	Total: 11	Total: 0	Total: 1	Total: 2

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: 13	Total: 11	Total: 1	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: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable.

1. In one middle school social studies classroom, students used laptops to complete the end-of-the-class period assessment.
2. In one elementary music classroom, students learned what voice to use in different situations.
3. In one middle school math class, students wrote and solved multi-step linear equations by using the distributive property.
4. In one resource classroom, teachers worked with students in small groups for targeted interventions. Students were comfortable in asking for help and sharing their ideas and questions with teachers.
5. Teachers worked with small groups in targeted intervention according to students' IEPs. Students completed class work, asking teachers for assistance and clarification when needed. Teachers re-directed students when they became distracted or began asking questions unrelated to the activity.
6. In one upper elementary classroom, students worked independently on laptops answering science questions on how a mixture and a solution can be separated.
7. In one elementary classroom, students created visual representations of mathematical equations that divided whole numbers by fractions. The teacher asked students to create a story problem to accompany their visual depictions. Students were encouraged to share their story problems with the whole class.
8. In one Spanish classroom, the teacher had students recite words in Spanish and English.
9. In one middle school classroom, students worked cooperatively in small groups to problem solve.
10. In one elementary classroom, students worked independently to complete tasks. The teacher worked with students one on one to provide targeted support.

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>	<p>Somerset Skye Canyon implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Skye Canyon protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an Individualized Education Plan (IEP) or learning English as a new language (ELs) have supports. Students were observed interacting with peers or supported one on one with an aide or a teacher. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.</p>
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>	<p>Student and faculty records are stored under lock and key in secured offices.</p>
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 	<p>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 refrigerator, and a receptacle for disposing of sharp objects in the nurse's</p>

		areas. There is a nurse's area for the entire school building.
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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>Summary of recommendations from most recent Site Evaluation</p>	<ul style="list-style-type: none"> • Continue to work on analyzing the NVACS standards. • 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. • It is recommended that the Somerset Board examine its current method of evaluating the Education Management Organization (EMO), Academica Nevada.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Grade level/department meet weekly, examining and discussing student work in alignment with the NVACS. Teachers concentrate on unwrapping math standards in the 2023-2024 school year. • Assistant Principal Dayne and Math Specialist Russell attended an RPDP⁴ event entitled “Teacher Clarity”, which covered learning targets, learning intentions, success criteria, and standards. This content was delivered and is being piloted within three grade-level groups. All objectives were visible in classrooms at all times either by being written on the board or beamed from a computer. • The Somerset Board evaluated the EMO by creating a survey which was distributed to all Somerset leadership by the lead principal. Results were collated and shared within Somerset leadership and the governing board prior to discussing results with the EMO.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Somerset Skye Canyon leadership believes that recommendations from the 2020- 2021 Site Evaluation have been addressed.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic needs of students using data to inform decisions.</p>

⁴ RPDP is an initialism for the Southern Nevada Regional Professional Development Program. The RPDP offers professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

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 math, science, and English language arts (ELA) student proficiency rate is improving at Somerset Skye Canyon. According to the 2021 - 22 NSPF, Somerset Skye Canyon's student proficiency at the elementary level is 66.5% in math, 69% in ELA, and 55.3% in science. Somerset Skye Canyon's index score at the elementary level is 93 and exceeds the standard as the school would have been rated as a five-star school had ratings been issued. Somerset Skye Canyon's student proficiency at the middle school level is 53.6% in math, 71.7% in ELA, and 59.1% in science. Somerset Skye Canyon's index score at the middle school level is 92 and exceeds the standard as the school would have been rated as a five-star school had ratings been issued.
- Somerset Skye Canyon has improved its implementation of the NVACS as observed through the site evaluation process. Leadership reported they shifted their focus to priority standards as a result of post-pandemic academic concerns. One leadership member explained, "We made it a goal to unwrap standards school-wide, but we are still in the process of doing so. We developed a process to unwrap the standards with a high focus on math." Leadership reported that staff are expected to post learning objectives on the board. SPCSA staff observed teaching staff refer back to the learning objectives throughout the lesson.
- SPCSA staff observed Somerset Skye Canyon to have a strong continuous improvement system for staff. Leadership reported that they have implemented a Teacher Mentor Program, observations, and weekly grade-level meetings to provide venues to share best practices and support each other at the school.
- Somerset Skye Canyon provides several supports to meet the needs of students, including students with an Individual Educational Plan (IEP), students who have been identified as English Learners (EL), and/or students with opportunity gaps. One leadership member explained, "We have data chats and utilize the data to guide our instruction. We analyze data to create and monitor Multi-Tiered System of Support (MTSS) plans." Leadership reported that the Special Education (SPED) department provides teachers with an IEP at a glance document for each student on an IEP and thoroughly reviews the details of the IEP with teachers. A member of leadership shared, "We utilize service delivery logs. Everyone who provides SPED minutes have to indicate that minutes, accommodations, and/or modifications were provided." Another member of leadership communicated, "We train staff on EL strategies. We review the [Nevada English Language Development Standards](#) and follow state protocols for WIDA access." Staff reported they attend several training sessions to support specialized student groups. One staff member shared, "Our meetings are collaborative, and we discuss ways to meet the needs of all students."

CHALLENGES

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

- Chronic absenteeism is a challenge for Somerset Skye Canyon. According to the 2021 - 22 NSPF, Somerset Skye Canyon's chronic absenteeism is 10.4% at the elementary level and 12.8% at the middle school level. Staff reported ways they are addressing chronic absenteeism through phone calls home to families and incentives for attendance.
- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Somerset Skye Canyon. Only 15.6% of students qualify for the FRL designation and less than five percent of students are EL as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for Somerset Skye Canyon. Somerset Skye Canyon was required by the SPCSA to develop and successfully submitted a [Recruitment and Enrollment Plan](#) by September 30, 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.

- It is recommended that Somerset Skye Canyon continues to work on improving chronic absenteeism. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP⁵ codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Skye Canyon make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommends school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository.
- SPCSA staff recommend Somerset Skye Canyon continue to prioritize improving student enrollment to be more representative of the local district and the SPCSA following the 2022 -2023 Recruitment and Enrollment Plan submitted to the SPCSA. Recruitment and enrollment plans must contain specific strategies aimed at serving a student population that is representative of the school's local community, particularly with regard to the population of students qualifying for free or reduced-price lunch. Leadership reported they meet regularly to review and revise the recruitment and enrollment plan to monitor the progress and outcomes of the plan.
- SPCSA staff observed high levels of strong standards-based instruction and student engagement. According to the Classroom Observation Rubric beginning on page 11 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguish, SPCSA staff recommends that Somerset Skye Canyon develops a plan to bolster student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

⁵ The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.