



Nevada State Public Charter School Authority

Site Evaluation Report
Somerset - Sky Pointe Academy
Evaluation Date: 03/25/2021
Report Date: 05/10/2021

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on March 25, 2021 at Somerset – Sky Pointe Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Somerset – Sky Pointe is located in Las Vegas, Nevada in a facility at 7038 and 7058 Sky Pointe Drive. The school serves 2,146 students (as of the most recent Validation Day) in Kindergarten through 12th grade. The mission of Somerset – Sky Pointe 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

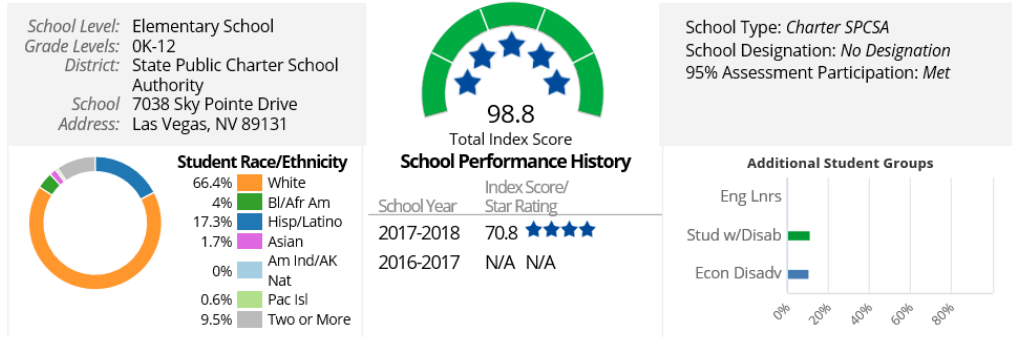
Somerset - Sky Pointe Academy Nevada School Performance Framework 2019

Somerset - Sky Pointe Academy serves 2,146 students in grades Kindergarten through 12th grade

Elementary School

Somerset Academy Sky Pointe

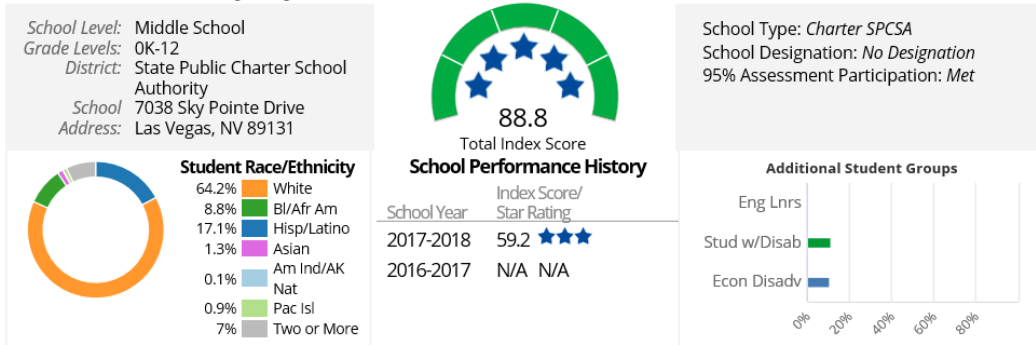
School Year 2018-2019 Nevada School Rating



Middle School

Somerset Academy Sky Pointe

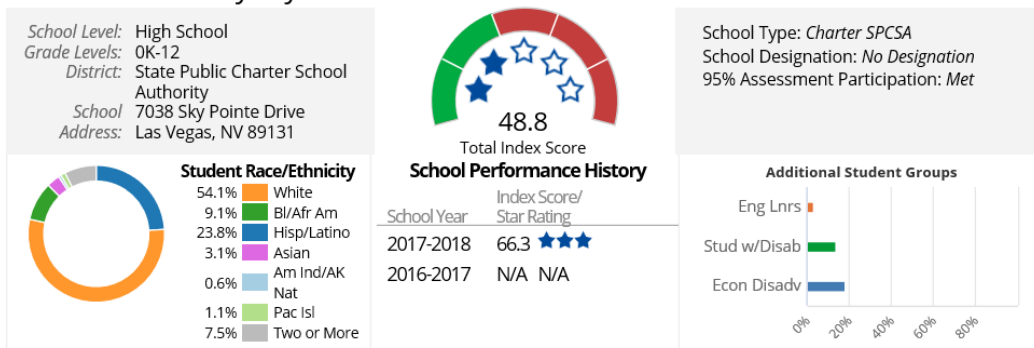
School Year 2018-2019 Nevada School Rating



High School

Somerset Academy Sky Pointe

School Year 2018-2019 Nevada School Rating



Somerset - Sky Pointe Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	70	54.5	48.5	68.7	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	70	31.3	32.3	28.5	30.6	28.8
Hispanic/Latino	53.7	44.6	39.6	53.9	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	74	58.2	55.3	71.4	59	52.9
White/Caucasian	73	62.2	59.3	73.5	61.1	57.2
Special Education	39.5	27.3	28.6	54.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	40.8	39.7	39	-	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	72	60.1	57	65.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	80	40.8	42.6	38.4	40.5	39.6
Hispanic/Latino	56.8	51.1	48.2	46.7	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	70.9	63.7	64.4	64.2	67.1	62.6
White/Caucasian	75	66.7	67.4	70.4	65	65.7
Special Education	29.1	26.6	30	48.1	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	55.5	45.3	46.8	-	40.4	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.7	42.6	36.5	36.1	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	23.8	24.1	23.5	20.4	17.7	19.5
Hispanic/Latino	32.8	31.8	29.3	26.5	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	78.2	47.2	40.6	60	41.5	37.5
White/Caucasian	49.6	51.2	47.1	39.1	44.4	44.4
Special Education	8.5	12	18.6	3.6	11.5	14.3
English Learners Current + Former	16.6	26.8	20.2	18.1	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	31.5	29	29.2	-	21.7	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.2	59.6	54.1	58.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	50	40.1	37.8	45.4	38.4	34.5
Hispanic/Latino	54.8	50.2	45.1	49.3	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	78.2	66.7	61.3	70	61	59.2
White/Caucasian	73.4	67.7	66.3	62.2	63.5	64.6
Special Education	17.1	19.8	21.9	18.1	20.7	17.8
English Learners Current + Former	58.2	42.7	24.3	45.4	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	50.7	46.3	44.4	-	41.5	41.4

Somerset - Sky Pointe Academy
Math and ELA Results
Nevada School Performance Framework
2019

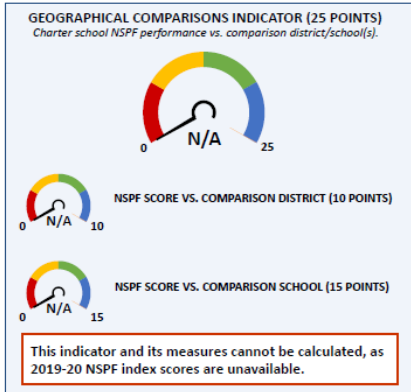
High School

Math Proficient				Math Proficient Points Earned: 4.5/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	27.6	25.8	32.83	20	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	0	6.2	14.12
Hispanic/Latino	9	18.5	22.93	16.1	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	29.1	32	44.25	25.3	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	11	14.5	24	-	13.3	20.01

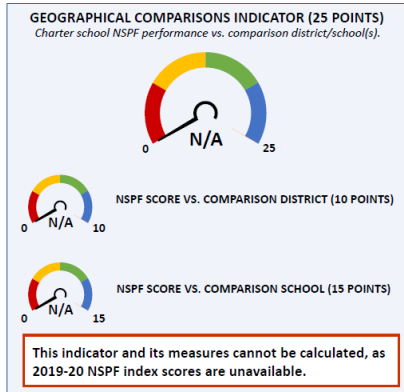
ELA Proficient				ELA Proficient Points Earned: 10/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	59.3	53.8	48.54	44.3	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	18.1	21.6	27.78
Hispanic/Latino	40.8	47.2	36.5	36.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	65.7	59.7	62.25	53.5	50	60.26
Special Education	18.1	18.8	15.71	5.8	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5	-	-	9.7	6.9
Economically Disadvantaged	44.3	41.8	37.66	-	31.2	34.37

SPCSA Academic Performance Framework Geographic Comparison Report

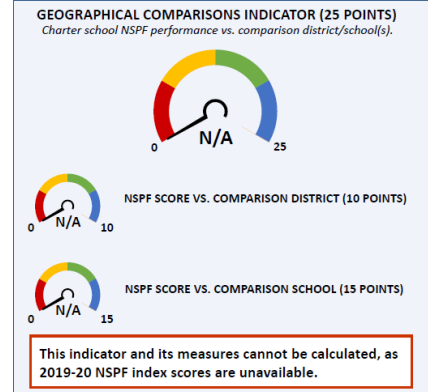
Elementary School



Middle School

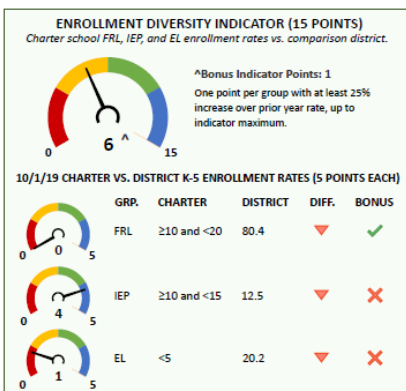


High School

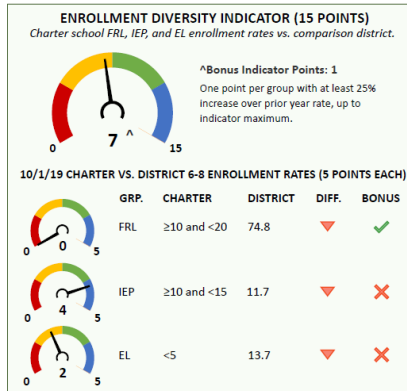


SPCSA Academic Performance Framework Diversity Comparison Results

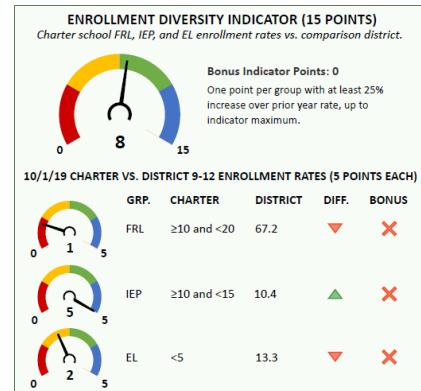
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	8	30 minutes
Students	13	30 minutes
School Leadership	8	30 minutes
Staff	12	30 minutes

Governing Board¹:

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

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

FOCUS GROUP SUMMARY continued

Governing Board:

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

FOCUS GROUP SUMMARY continued

Parents/Families:

- Family members shared that communication between the Sky Pointe campus and parents has been good. Family members shared that they receive e-mails, phone calls, and in the elementary grades, they receive messages via the class Dojo². One family member said she appreciates the school-wide e-mail as well as the weekly parent newsletter. With regard to online education and each child's progress, one parent said the communication has been good and her student has done well. Another parent reported that the school has been very accommodating and has supported the students who struggle with virtual learning.
- When families were asked about how well teachers know their child, one parent said that his son just had some problems with understanding a concept and the parent contacted the teacher. According to this parent, the teacher jumped on Zoom right then and there and cleared up the learning difficulty. Another parent expressed that the school staff goes above and beyond to help their child achieve. When asked about behavior expectations, one parent said her first grader's teacher developed a visual reminder for behavior to provide him stickers when he is able to meet the behavior expectations. The parent said that this teacher has been very patient and understanding with the first grade students, especially in a virtual environment. According to parents, there is a teacher or a member of the administration at each door of the school when students enter or leave, behavior is well monitored.
- Parents were also asked about student learning. One parent said that her high schooler had a deficit, and it wasn't just checking his grades. According to the parent, his teacher had her son practice again and re-take the test which worked because the teacher could see her student didn't understand, and subsequently provided the parent extra tools to use to help her son to better understand and practice the skill in the future. Another parent said that she knows her child is learning because she has conversations about what her child learns each day. A third parent said she appreciates seeing the growth in learning that the MAP scores provide year after year.
- Although there is not as much school to home activity this year, families said the school staff does a good job with drive through trick or treating and other activities so as to try and make life a little more normal. Parents shared that the school had the 8th graders show the 6th graders around the school and although this year it was limited due to the COVID-19 pandemic, it was impactful for the 6th graders.
- Parents shared that one thing that is very important at Somerset – Sky Pointe is the Dual Credit program. Another parent said that the staff in general have been welcoming to her child, and her son talks about all the different staff that know him by name, which demonstrates that he feels like he belongs within the school community. One family member shared that when her family had a tragedy a year ago, the entire school rallied around the family and provided an amazing amount of support.

² Class Dojo is a school communication platform that teaches, students, and families use to communicate what is being learned in the classroom through photos, videos, and messages.

FOCUS GROUP SUMMARY continued

Students:

- When asked what they liked about online learning, students shared that they liked being able to stay home and feel safe. But students also voiced some downsides, including that the internet can crash, teachers have had some Zoom bombing issues, and it can be difficult to follow along with the lesson in a virtual environment. Students expressed that they are really glad to be back at the school in-person, although students did comment that they still learned quite a bit during the distance learning portion of the school year. According to the members of the student focus group, teachers share expectations using CHAMPS schoolwide which is very helpful. This format communicates expectations such as the volume of the classroom, what student movement in the class should look like, and if the work is individual or group oriented. High school students stated that expectations are not reiterated as much because the students were already taught the CHAMPS principles in elementary and middle school.
- When students were asked about feeling respected in class, a high school student said he feels respected, noting that he has been at the school for several years and the bond between himself and the teachers is strong as a result of attending this campus for a long time. This student went on to say that even when teachers are not able to go to your desk, they still take time to explain concepts and make sure students are learning. Another student pointed out how difficult it must be for teachers because they have to wipe down the desks every single day. This was noticed by other students in the focus group, and they shared that these efforts make them feel safe despite the COVID-19 pandemic. One student shared that no matter what, the teacher will take the time to answer your questions or provide assistance, even if others have questions. Other students agreed that teachers at Somerset – Sky Pointe are committed to helping students and being respectful.
- As far as having the opportunity to participate in classroom discussions, a middle school student explained that even though they are spaced out 3 feet apart from other students while in class, students are given the opportunity to help each other. In one of the AP classes, a student said that all of the students are so involved in the learning that everyone participates. One student said that, during the COVID-19 pandemic, she got tutoring help with Geometry. Another student said that she really likes that one of her teachers let her talk with peers at the end of the class period and this student was able to express her feelings about the pandemic to her teachers.
- Students shared that they can use Infinite Campus to monitor their academic progress. Students went on to say that NWEA-MAP testing results are shared with students and from these results, students set goals. Students also stated that on Mondays, they have opportunities to check-in with teachers and ask questions. With regard to being challenged at school, students said that math can be challenging. One student said they she thinks that the Pre-Calculus class is very difficult, but the teacher provides tutoring. Another student said that at times he has had difficulty learning science online, but now he can talk directly to the teacher and this has really helped. Lastly, students explained that they don't want the curriculum or classes to be too easy because it would get boring.

FOCUS GROUP SUMMARY continued

Leadership:

- School leaders were eager to share that there is a school-wide emphasis on Literacy. Leaders explained that there are 11 teachers in grades K-3 involved in the Literacy Program at the school. Leaders said that the program emphasizes attention to diagnostic screeners as well as a phonics, and phonemic awareness screeners. From the perspective of the school leaders, they are highly impressed with the use of screeners and diagnostic testing and what they have seen applied to the classrooms appears highly effective. Leaders explained that when they observe classrooms, there is a display board which contains the objectives students will be learning and these come directly from the Nevada Academic Content Standards.
- Leaders commented that high school math data is broken into strands. School leaders went on to say that this approach has been very helpful because teachers realigned the way they were teaching that standard and then there was a significant improvement. At this school, school leaders stated that individual student data is reviewed regularly, and this guides teachers to know which student needs some extra support. Leaders also noted that the school provides scheduling so that students needing extra support can receive it on a weekly basis.
- Leaders were asked about student assessments and noted that NWEA-MAP testing occurred at home and the results showed that the measures were very valid and in line with what would have been expected. School leaders noted that in the Sky Pointe elementary grades, students came in and took the test. Once the results were available, teachers have utilized the data to create entire walls displaying this information so that they can analyze the results and plan to improve outcomes as needed. At the elementary level, teachers created a spreadsheet with every student and analyzed outcomes to see which individual students may need extra tutoring and support for reading and math. At the middle school level, school leaders noted that students are more involved in the process and look at their own data more routinely to evaluate their goals.
- Leaders said they have a data reports showing how students are progressing on the MAP as well as reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills, (DIBELS).³ In middle and high school, school leaders said that students sit down and discuss their academic progress with teachers and parents using the very specific scores, explaining what they indicate. School leaders participating in the focus group expressed that they greatly value the student goal setting that takes place at the school.

³ DEBELS are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

FOCUS GROUP SUMMARY continued

Staff:

- The instructional staff shared that they made several changes to teach more effectively in an online environment. For example, teachers shared that the classroom management and Depth of Knowledge (DOK) questions they had previously relied upon had to change to keep students engaged. Teachers explained that the time that students spend online had to be reduced, forcing teachers to find ways to keep the students attention while still managing to teach the objective(s) for the day. Teachers noted that they had to be flexible and learn to use several types of programs such as Google Classroom. Some members of the teaching staff said that they belong to a leadership committee at the school, which has a primary purpose of maintaining an open line of communication between teachers and the administration. Teachers explained that the administration listens to individual feedback from teachers and are open to changes based on what is happening in the classroom.
- Using data to drive instruction is important at the campus according to participants of the staff focus group. One teacher explained that he uses progress monitoring to record and measure how well students are doing toward meeting their IEP goals. The staff discovered that the students with an IEP were previously not making the expected progress and the school responded to this by changing to a different program. According to the Sky Pointe staff, this change has resulted in improved achievement in reading for several students with an IEP. Another teacher shared that data drives so much of what the school does, explaining that the staff is already talking about looking at the beginning of the year data in fall of 2021 so as to prepare to respond to possibly larger than normal gaps in student achievement. One idea, he explained, is to design and implement a walk to Response to Intervention (intervention-RTI) program and schedule. Another teacher explained that teachers at the school look at the NWEA-MAP data to see how the students are growing. Then, as a grade level or departmental team, teachers compare the growth data with each other to determine who has been very successful with teaching a particular standard or concept. At this point, staff members said that teachers talk amongst themselves to share strategies and methods to enhance student learning for the other grade level teachers.
- There were several members of the focus group who have been teaching at the school for many years. These individuals explained that they choose to remain at the Sky Pointe campus because they are satisfied with the working conditions, have trust in the school leaders, and feel free to expand their teaching skills to best meet the needs of a particular group of students. One person shared that the school leaders provide more support to new teachers and those new to the campus. She went on to explain that once a teacher is on-track and is following the scope and sequence as well as possesses strong behavior management, the leaders stay back and allow each teacher to do their best teaching.
- Staff talked about how they challenge and provide support for all learners including students with special needs, English Language learners, and those needing instruction at different levels. One teacher put it this way, "There is push-in instruction to provide students support in the classroom, provide accommodation, and track progress toward the completion of IEP goals." Another staff member commented, "Differentiation in instruction is key to meeting the needs of each student." Another focus group member added that the school's Learning Strategists and Literacy Specialists work collaboratively to support all students and teachers at the Sky Pointe campus.

CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 1	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 12	Total:	Total:	Total: 2
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 2	Total: 14	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not Observed
	Distinguished	Proficient	Basic	Unsatisfactory	
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 5	Total: 10	Total: 1	Total:	Total:
Area 6					Not Observed
A	Distinguished	Proficient	Basic	Unsatisfactory	
Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 2	Total: 11	Total: 2	Total: 1	Total:

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 4	Total: 11	Total: 1	Total:	Total:
	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 5	Total: 10	Total:	Total:	Total: 1	
Area 8 A Using Formative Assessment in Instruction	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 12	Total:	Total:	Total: 2
	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
Total: 3	Total: 10	Total: 1	Total:	Total: 2	

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

Evidence of adapted materials/assessments: Area #5

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 3

Evidence of questioning and discussion techniques: Area #6

- Questions are planned ahead of time and tied to learning target(s): 1
- Teacher questions are open ended: 3
- Teacher allows time for students to answer – 3 seconds or more:
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize:
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing): 4
- Students are using reasoning and critical thinking: 4
- The lesson is rigorous and includes cognitively complex tasks: 4
- Students engage in several types of activities during the lesson including:
 - Speaking Writing Reading Listening Discussing Creating Problem Solving
- Cooperative groups:
- Student-led classroom:
- Technology is integrated into learning/outcomes: 10
- Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 4
- Students incorporate the feedback by revising their work: 3
- Students receive frequent and meaningful feedback regarding their work: 3
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 3

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Student achievement drives decision making at all levels of Somerset Academy. Through the implementation of programs such as <i>Leader in Me</i> , Somerset focuses on growing students who are engaged and accountable for their learning. Somerset maintains close communication with the SPCSA to ensure alignment with the Frameworks put in place to create accountability for Charter Schools.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	All curriculum is aligned to the Nevada Academic Content Standards.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Each child receiving special education services or with a 504 has an individualized plan that addresses each child's unique needs. Students receive additional supports in their general education classroom as needed.

			This campus is part of the Nevada Student Leadership Transition Summit which provides instruction and services to help students understand their disability and prepare them for life after high school.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	With the use of Expeditionary Learning, BrainPOP EL and focused intervention groupings three times a week the staff at this campus are able to support our Second language learners and provide opportunities for growth.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The following are all examples of how Somerset complies with governance requirements, attendance, graduation rates, student assessments and data, as well as fiscal management. • The Somerset Board of Directors conducts meetings no less than once every other month and as often as needed to execute its role.
3b	The school holds management accountable.	School Presentation	All Somerset staff and teachers are evaluated annually by a school administrator. Teacher evaluations are completed using the Danielson Framework. Assistant principals are evaluated by the Principal. Principals are evaluated by the Somerset Board of Directors. As Somerset's EMO, Academics is evaluated by an annual survey of stakeholders from each campus and the Somerset Board of Directors.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	The Sky Pointe campus has several culturally responsive practices in place. Restorative justice, Parent Pointe, Sky Pointe media, Student Leadership Teams, MTSS Team, Leader in Me, Home Visits, Parent University, Annual Service Hours for HS. Students, CHAMPS, Kagan, SEL in

			the classroom, Teacher Mentor Program, Staff Pointes, Focus on Self-Care are some of the programs.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Nurses, COVID, guidance lessons regarding proper mask wearing, COVID symptom reporting, and social distancing. School Safety Procedures -Reviewed with staff at beginning of year with signature of understanding. Crisis Plan team meets and practices safety procedures as needed, as per guidelines set forth in Emergency Operations Plan. Safe Voice - encourage reporting o Signs of Suicide Training offered to Teachers; Middle School Classroom lessons are given. Climate and Culture Survey performed each year to get students, family, and staff feedback. MTSS team in conjunction with SPCSA and the University of Reno.

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 Evidence are found within the body of the report and summarized here.

1. The elementary and middle school levels at Sky Pointe have been rated 5-star schools, according to the Nevada School Performance ratings, from the 2018-2019 school year. The Elementary level is one of the top rated schools in the state of Nevada with a 98.8 index score out of a possible 100. This is an outstanding achievement.
2. The school leaders and teachers provide strong Tier 1 instruction with a Tier 2 intervention program that has been designed with strong levels of data analysis.
 - Trainings take place throughout the year for teachers to understand and use the curriculum that is aligned with the Nevada Academic Content Standards (NVACS).
 - Professional Learning Communities are designed and meetings held to unwrap standards and ensure teachers have an in depth understanding of these standards.
 - Assessments are aligned with the NVACS.
 - Boost classes and intervention time during Advisory are provided to help those students who are not responding well to instruction and challenge those who are excelling at the Middle and High school levels.
 - MAP/i-Ready are given fall, winter, and spring.
 - Grade level/Department meetings are held to review data and identify student success and students not responding well to instructional practices.
 - Intervention groups are created and adjusted throughout the year.
3. A College/Trade Preparatory and Dual Credit Program for Juniors and Seniors has been implemented. The program has been created through a partnership with CSN. The completion of college-level coursework in high school and opportunity to earn college credit is a well-documented benefit for many high school students. The arrangement may decrease the amount of time spent in a postsecondary degree program. For many high school students, the dual credit program and trade preparatory options are highly motivating to students and assist them in gaining early exposure to college expectations.

CHALLENGES

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

1. A challenge at the school, as reported by the school leadership, is having limited space for the school in terms of the campus and facilities. Leaders reported that the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide the expansion of such programs.
2. The school leaders reported that there is limited funding for items which will improve the overall effectiveness of the school. These include enhancing technology, hiring quality veteran teachers, and providing stronger levels of ELL Services.
3. The COVID-19 pandemic and subsequent distance learning environment has been a challenge. Teachers and leaders have been called upon to make changes to daily operations with very little notice on multiple occasions. Schedules have been re-worked several times and the staff has worked to create a plan so that every possible scenario has a positive path forward for students.

RECOMMENDATIONS

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

1. Continue to focus on increasing the number of students qualifying for Free and Reduced Price Lunch (FRL) and the English Language Learner categories at the Elementary, Middle, and High School levels so as to be more representative of the community the school serves. The English Language Learners are at (2.1%) and FRL at (18.9%), far below the averages for both the SPCSA portfolio and that of CCSD. School leadership and the Somerset network should prioritize closing these demographic gaps, and SPCSA staff would be happy to assist the school as the Somerset community strategizes ways to make the Sky Pointe campus more representative of the community it serves.
2. It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensuring that the EMO functions as effectively as possible. SPCSA staff would be happy to work with the Somerset Board regarding this recommendation to ensure that the current evaluative method is enhanced.
3. Consider increasing the number of classroom discussions taking place at the school so as to promote peer-to-peer dialogue in classrooms. Observational totals indicate that although there were 8 of 16 instances of teachers formulating and asking questions, there were no observations of students formulating and asking high level questions. There are multiple advantages of classroom discussions. These include increased levels of student engagement, a way to provide teachers feedback about what students are understanding and where they struggle, and students may come to class more fully prepared. Other advantages to students asking high level questions and participating in classroom discussion include an opportunity for students to develop and refine their speaking skills and more attentive students during discussions. Elevating student voice is critical because the amount of talk that students do is correlated with their achievement. There are strategies teachers can use to elevate student voice in order to strengthen relationships, foster a sense of belonging, increase engagement, and inform instruction. Opportunities to increase levels of student voice can be planned, by considering collaborative problem solving, opportunities to speak at the front of the room, write on the board, conduct demonstrations.
4. To better meet the needs of the English Language Learners at the school, consider offering instructional staff members the opportunity to engage in an ELD standards Framework as provided by the Nevada Department of Education. This professional learning series is free and offered in an on demand format with 6 webinars. Topics include ELD Standards Framework, Intro to Nevada ELD Framework, NEPF and ELD Standards Framework Connection, General ELD Practices in Lesson Planning across the Content Areas, ELD Standards Framework-Secondary Math, ELD Standards Framework-Elementary Math. The training series is found on the Nevada Department of Education website and the link is provided here for your convenience.

[https://doe.nv.gov/English_Language_Learners\(ELL\)/On_Demand_PL/](https://doe.nv.gov/English_Language_Learners(ELL)/On_Demand_PL/)

DEFICIENCIES

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