



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Skye Canyon Campus Site Evaluation Report: November 20th, 2024

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Explicit instruction and high teacher clarity

The SPCSA team observed the Somerset Academy Skye Canyon staff as giving explicit instruction and having high teacher clarity. This was evident in many of their well-structured lessons, clear communication of objectives, and consistent use of formative assessments to guide student understanding. In many of the classrooms observed by SPCSA site evaluation team members, teachers were observed effectively modeling tasks, providing step-by-step guidance, and checking for understanding, ensuring students grasped key concepts. The supportive learning environment fostered engagement with students confidently asking questions and receiving timely, constructive feedback. This approach highlighted the school's commitment to high academic standards and student success.

Strong English language arts curriculum

The team at Somerset Academy Skye Canyon was the first of the Somerset network to adopt the CKLA¹ curriculum for English language arts (ELA), based on a thorough vetting process by Somerset Academy Skye Canyon leaders and teachers. The CKLA curriculum is rated strong in building students' background knowledge, as found on Ed Reports⁵. For example, students in the first grade are learning about topics such as Mesopotamia, an ancient region of land in southwestern Asia, among other content-rich topics. All the content in CKLA is deeply rich in reading, writing, speaking, and listening, which builds students' schema over the years they attend the school. Somerset Academy Skye Canyon has a high student retention rate in elementary school, 93%, and for middle school, 91%, for the 2023-24 school year, so the deep background knowledge is building over time in students. The leadership and teachers have reported seeing a payoff in students' knowledge and comprehension levels because of the curriculum. Their middle school also uses the Amplify curriculum for ELA, which has many of the same strengths.

Star ratings

Somerset Academy Skye Canyon has consistently earned 5-star ratings for both its elementary and middle schools for the last six consecutive rating cycles. Even during the 2020-2021 COVID period, when star ratings were not assigned, the school would have received a 5-star rating if they had been issued by the state. Currently, the elementary school holds an index score of 91 points, while the middle school has a score of 87 points, both out of 100 points, according to the latest NSPF² findings.

Strong leadership and instructional coaching team

The leadership team at Somerset Academy Skye Canyon has been working together since the school's inception, fostering strong collaboration and a deep sense of unity. This close-knit team has effectively capitalized on each other's strengths while addressing areas of need. They provide robust support to teachers by organizing peer observations, modeling best practices, analyzing data during PLCs³, and

¹ Core Knowledge Language Arts (CKLA) is a comprehensive language arts curriculum program for students. While teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts (CKLA) also builds students' knowledge and vocabulary in literature, history, geography, and science.

² NSPF stands for Nevada School Performance Framework.

³ PLCs are Professional Learning Communities.

offering carefully selected, research-backed resources. These resources include Kagan⁴ strategies, classroom management techniques, writing instruction, training in Depths of Knowledge⁵ (DOK) questioning, and writing programs like Step-Up to Writing⁶ for kindergarten through fifth grade and Amplify⁷ for sixth through eighth grades. With 90% of the leadership team having been with the school since its opening, they also engage in frequent book studies, within the leadership group and with teachers, to continue fostering professional growth and a shared vision.

CARES (Coaching and Retaining Educators for Success) mentor program

The CARES mentor program at Somerset Academy Skye Canyon is designed to support new staff members, whether new to the Somerset system or new to the Skye Canyon campus, which is an additional strength for the school. Along with monthly mentor/mentee meetings, participants also attend monthly professional development (PD) sessions with members of the leadership team. Now in its second year, the program aims to help integrate teachers into the school community and foster their professional growth. The program is guided by the principles in the book *Onboarding Teachers* by Nancy Frey and includes the option for teachers to video record themselves for self-reflection and further development.

Low chronic absenteeism

Somerset Academy Skye Canyon's chronic absenteeism is below 10% in elementary and middle school. The middle school rate decreased in 2023- 2024 from 8% to 7.2%. This is significantly below the SPCSA rate of 21%.

Strong special education support for students

Another strength of the Somerset Skye Canyon team is strong special education support for students. Leadership reported that meetings with regular education teachers were held throughout the school year after completing initial, revision, or annual IEP⁸ meetings or following a three-year re-evaluation IEP. In addition, special education teachers participate in monthly PLC⁹ meetings for each grade level and department, where student progress and needs are discussed in detail. The special education team has four out of five licensed staff members and has worked together for three consecutive years at Somerset Academy Skye Canyon. Three of the teachers originally started as paraprofessionals at the school and obtained their licensure together.

Robust board support

Robust board support at Somerset Academy Skye Canyon is exemplified through a dedicated liaison for each school, ensuring personalized attention and consistent communication. This long-standing commitment from the board provides each campus with tailored resources, guidance, and support that

⁴ Kagan strategies refer to a set of cooperative learning techniques designed to promote student engagement, interaction, and collaboration in the classroom., developed by Dr. Spencer Kagan.

⁵ Depth of Knowledge (DOK) is a framework developed by Normal Webb in 1997. This system organizes prompts, situations, and tasks into four distinct levels of rigor. As students' progress from one to the next, they face challenges that demand them to apply their cognitive thinking skills more deeply.

⁶ Step Up to Writing is a comprehensive writing program that helps students improve their writing skills.

⁷ Amplify ELA is a blended literacy curriculum designed specifically for grades 6–8. It enables teachers to teach skills through texts and develop their students' muscles for building meaning through reading.

⁸ Individualized Education Plan

⁹ PLC stands for professional learning communities.

meet their unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of each school's distinct culture and challenges.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Closing achievement gaps

One challenge at Somerset Academy Skye Canyon is closing academic achievement gaps for high- and low-achieving students. This gap presents a unique challenge in providing the necessary support and enrichment to meet the diverse needs of students at both ends of the academic spectrum.

Strengthening teachers' knowledge of the Nevada Academic Content Standards

The leadership team continues to work on strengthening teachers' knowledge of the Nevada Academic Content Standards. Leadership sees varying levels of familiarity with the standards among teachers as a challenge.

Specialized populations

Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on individual education programs (IEPs) in greater numbers is a challenge for Somerset Academy Skye Canyon.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Science proficiency

The SPCSA recommends that Somerset Academy Skye Canyon focus on improving student proficiency in science at the elementary school level. Currently, the science proficiency rate for elementary students is 37.8%, a decrease from 56.3% achieved in the 2023-2024 school year.

Increase instances of student discourse within classrooms

There was moderate evidence of students contributing to lessons by participating and explaining concepts to their peers on the evaluation day, as observed by the SPCSA site evaluation team. Three classrooms rated distinguished out of 23 observed classrooms (see page 19 of this report). This may be an area for growth. For example, in several instances of observed classrooms, students were asked a question and just one student was called upon to respond. SPCSA staff suggest that the school consider adding student discourse best practices to bolster levels of academic growth.

SPCSA staff recommend Somerset Academy Skye Canyon create ways in which to elevate student voice during class time. The site evaluation team observed classes for a minimum of 15 minutes. In 32.8% of the classes observed, the teacher spoke the entirety of the observed time, or the teacher spoke more than the students during the observed time. To elevate student voice in the classroom:

- Consider video recording teachers and asking them to time how often they are taking center stage.
- Consider partnering a master teacher who maximizes student voice and have them co-teach. There are seven models of co-teaching. (*Co-teaching to improve student outcomes*. Friend, 2019).
- Gradual release model- “I do, you do, we do” practices elevate student voice and engagement and undergird inquiry-based learning. As teachers allow students to speak more than the instructor, “students take ownership of their own learning” (Classroom Environment and Instruction Observation Rubric, p. 13 of this report). When teachers elevate student voice, instructors 1) determine how intellectually engaged students are with the lesson, 2) gauge students’ appropriate usage of academic vocabulary, 3) comprehend students’ understanding of concepts or goals of the lesson 4) formatively assess students’ mastery of learning, 5) assess students’ reasoning and higher-order thinking, (Classroom Environment and Instruction Observation Rubric, p. 13 of this report). Further, cultivating high levels of student engagement provides the teacher with guidelines for lesson pacing and student differentiation.

Site Evaluation Findings: Strong Recommendations

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

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

Site Evaluation Findings: Deficiencies

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

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

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ¹⁰	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	7
Students	10

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Law by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academics, the charter network's Educational Management Organization, and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academics's effectiveness. A member shared that the governance board is pleased with their EMO¹⁰ overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member in the focus group emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion in the focus group then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Skye Canyon fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no family focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Skye Canyon fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no faculty focus group was held.

Focus Group Summary: School Leadership

On the day of the focus group at Somerset Academy Skye Canyon, seven members of the leadership team participated. In an effort to align school-wide instructional best practices and rigor, leaders shared that instructional coaches have ensured all teachers have observed three different colleagues during their coaching cycles. Topics covered during these cycles include rigor, questioning techniques, Kagan strategies, collaborative methodology, writing, Amplify¹¹ English language arts (ELA), and vertical alignment with the NVACS¹². Leaders also reported that they partner with the Regional Professional Development Program (RPDP) in Nevada to provide further professional development for staff on unwrapping content standards and other best teaching practices.

Leadership reported notable improvements in Tier-2 interventions at Somerset Academy Skye Canyon, with a clear emphasis on selecting the most effective materials for teachers to utilize. I-Ready reports help identify students in need of math interventions, while the University of Florida Literacy Institute's explicit phonics¹³ program (UFLI) and Word Connections¹⁴ are used to assess and support middle school students requiring reading interventions. Middle school and fifth grade students participate in 40 minutes of intervention twice a week, integrated into their elective period. Kindergarten through fourth grades conduct intervention 5 days a week for 30-minutes most of the time, taking special scheduling into consideration. In addition to these structured interventions, tutoring is available, providing ongoing support to meet the diverse needs of students.

Leadership at Somerset Academy Skye Canyon shared details with the SPCSA team about their Cares mentoring program, designed to support new staff members. Under this program, new employees are paired with more experienced mentors and meet once a month for guidance and support. Professional development (PD) is also provided monthly, led by instructional coaches, with sessions tailored to the needs of the staff. The PD centered around strategies from the book *Onboarding Teachers* provides new educators tools and knowledge necessary to thrive in the school environment, fostering and promoting a supportive, collaborative culture within the school.

Leadership spoke to the fact that teachers at Somerset Academy Skye Canyon are comfortable analyzing WIDA¹⁵ data and collaborating with coaches to develop effective strategies for supporting English Language Learners (ELLs). The BrainPOP¹⁶ EL program is aligned with WIDA standards, providing targeted resources to enhance language development. In addition, there is an ongoing effort to revamp the curriculum with a focus on the Science of Reading¹⁷, ensuring that literacy instruction is grounded in evidence-based practices that support all learners, particularly those in need of additional language and

¹¹ Amplify is a comprehensive language arts curriculum program for students in grades 6-8.

¹² Nevada Academic Content Standards

¹³ Explicit phonics instruction involves teaching students the relationships between letters and sounds.

¹⁴ Word Connections is a reading program for students in grades 6-8.

¹⁵ WIDA stands for world-class instructional design and assessment.

¹⁶ Brainpop is a video platform designed for teaching.

¹⁷ The *Science of Reading* refers to a body of research that focuses on how the brain learns to read and the most effective instructional methods for teaching reading.

reading support. The leadership team reported that this comprehensive approach ensures that teachers are equipped with the tools and strategies needed to promote student success.

Focus Group Summary: Students

Ten students participated in the student focus group, and most of the participants within the focus group indicated they feel safe at school and have a staff member they can turn to if they have a problem. One student shared that a middle school teacher checks in with students during class and notices when students aren't doing well. Another stated that a teacher utilizes pressure passes, allowing students to access the pass when they need a break. Other group members conveyed that the school has a counselor app on school computers, allowing students to schedule appointments with the counseling department. One student shared, "It indicates a level of urgency. The counselors and the adults on campus don't judge, they understand things from our point of view".

The group shared that the Somerset Academy Skye Canyon teachers are respected by their students. A few students emphasized that the students demonstrate respect to their teachers because the teachers are kind, friendly, and respectful. Members of the group highlighted that the teachers ask the students for feedback on improving lessons and assignments.

The students discussed their favorite subjects or classes and explained why. One student stated that science is their favorite subject because the teacher had a positive attitude, "I can walk out knowing I learned something that day." Another student shared that social studies is his favorite because the teacher works through everything with the class and ensures that students understand the assignment. Other responses included history, math, and reading classes.

A portion of the session focused on the students' thoughts regarding extracurricular activities. Responses included band, sewing, chess club, language clubs, robotics, computer science, stock investment, computer coding, crafts, and sports. Several students shared their appreciation for the school's extracurricular activities, allowing them to participate in group activities with other students.

The SPCSA staff asked the group to share their personal learning goals. Several students shared that they set their own learning goals, and teachers check the goals and encourage the students to push themselves to reach or surpass them. One student shared that academic goals are set on i-Ready¹⁸, which is to improve scores on assignments and tests. Another student shared recently learning to play the trumpet to learn four songs. Lastly, a student commented on a goal of becoming a better hiker to prepare for an upcoming hiking trip.

¹⁸ *i-Ready* is an online program for reading and mathematics that helps determine the needs of students, personalize their learning, and monitor progress throughout the school year.

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 22	TOTAL: 0	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 18	TOTAL: 4	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 17	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 7 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 14	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 2	TOTAL: 19	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In one elementary-level class, students utilized their Chromebooks to complete a model of an animal habitat that included the animal's needs to survive. Once completed, students presented their models to a peer.

In one middle-level class, the teacher engaged the class in a whole-class discussion by asking the students contextual reading questions. Students responded by answering out loud. Students were clearly comfortable in the classroom dialogue, as they did not get loud or raise their hands but respectfully called out and shared answers when a thought occurred to them. Students took notes during the dialogue.

Students were finding data from a graph. The teacher called on one student at a time, missing an opportunity for students to work in pairs or groups to support one another and deepen their understanding.

The teacher reviewed CHAMPS¹⁹ expectations before students worked in partnerships to read decodable text using a new phonics sound they were learning. There was high student engagement.

Students in one lower elementary class created a story problem based on one student's suggestion. The teacher helped stretch the thinking by asking how they could solve the problem using addition instead of subtraction. While entering another lesson on phonics in the same classroom, students wrote the sounds on the boards they practiced yesterday to access their prior knowledge before encountering new learning.

In one elementary classroom, students watched a video about interpreting data on a graph. The teacher asked students to work with a student at their table to make observations about a graph that was in their books. All students were engaged and working hard. The teacher gave the students adequate time to make their observations and write about them.

In an upper elementary ELA classroom, the students participated in a close reading activity (close reading is a careful and purposeful technique focusing on understanding a text's more profound meaning) as they learned about earthquakes and tsunamis. The teacher emphasized using strong verbs as the students wrote their responses to a text-dependent question on their whiteboards. The students were also allowed to share their responses with a peer. The teacher led the instruction, and an additional adult supported the learning process. Students displayed high levels of engagement.

Middle school students learned about dividing fractions using the (SIR) Same, inverse, reciprocal method. The teacher provided direct instruction, breaking down step by step to solve a problem displayed on the interactive screen. The students actively followed along, writing in their notebooks as the teacher asked clarifying questions. The pacing was

¹⁹ CHAMPS is a behavior/ work expectation system that stands for expected conversation, help, activity, movement, participation, and success.

appropriate, and the lesson progressed from the I do, teacher model phase to the we do, student practice phase.

In an elementary primary resource classroom, a small group of students learned about dependent clauses. The teacher used the online learning platform BrainPOP, providing explicit instruction and frequent checks for understanding. The students were also provided opportunities for guided practice and individualized support.

Learning intentions and success criteria were clearly displayed and referred to throughout the small group lesson. The teacher asked, "What was our success criteria?"

Students worked in partners to use drawings and equations to make sense of the words in problems. The teacher asked them to pair up with an even number, if they were odd and vice versa.

The teacher utilized the school's CKLA curriculum in an upper elementary classroom to lead a close reading activity. The teacher introduced the lesson by reviewing vocabulary words. During this lesson phase, students were provided many opportunities to share responses with the whole group.

In a middle school math classroom, the teacher delivered a lesson on fractions.

Middle school students learned about fossils and the movement of the earth's plates. They also reviewed vocabulary words and had opportunities to lead the review in two groups in front of the entire class.

Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>SPCSA staff recommended that Somerset Academy Skye Canyon continues to work on improving chronic absenteeism.</p>	<p>Leadership at Somerset Academy Skye Canyon reported they have completed each step listed in the recommendation and are using appropriate codes which may lower the school's chronic absenteeism rate and result in more points in the NSPF. Both the elementary and middle school are below 10% chronically absent.</p>	<p>SPCSA staff finds this recommendation has been met with satisfactory progress.</p>
<p>SPCSA staff recommended Somerset Academy Skye Canyon continue to prioritize improving student enrollment to be more representative of the local district.</p>	<p>The board focus group at Somerset Academy Skye Canyon reported that diversifying extracurricular activities was discussed in recruiting a more diverse student body. The leadership focus group commented on their efforts to increase special education enrollments, especially now they have certified special education teachers.</p>	<p>SPCSA staff recommend the school continues to work on this recommendation.</p>
<p>SPCSA staff recommended that Somerset Academy Skye Canyon develop a plan to bolster student voice in the classroom.</p>	<p>Leadership at Somerset Academy Skye Canyon reported working on this recommendation through professional development with teachers.</p>	<p>SPCSA staff recommend the school continue to work on this recommendation, as outlined on page seven of this report.</p>

Operational Compliance Checks

- Fire Extinguisher YES NO
- Nurse's Station YES NO
- Evacuation Plan in Classrooms YES NO
- Food Permit YES NO N/A
- Elevator Permit YES NO N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.