



Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Sky Pointe Campus Site Evaluation Report: November 14, 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.

High star rankings

Somerset Academy Sky Pointe boasts a 5-star rating for its elementary and middle schools and a 4-star rating for its high school. The middle school is currently ranked 6th in the state for the 2023-24 school year, according to the Nevada School Performance Framework¹ (NSPF) ratings. The high school, with an index score of 81 points for the 2023-24 school year, is just one point shy of a 5-star rating. Over the past year, the high school's rating improved from 3-star to 4-star. Academic performance at the high school is strong, with an English language arts (ELA) proficiency rate of 69.8%, well above the district average of 55.7%. Additionally, the graduation rate is nearly 100%, compared to the district's rate of 83.8%.

Intentional planning and teacher clarity

Leadership at Somerset Academy Sky Pointe reported they clearly communicate with teachers that lesson planning is where the “heavy lifting” should happen so that teachers are unwrapping content in a thoughtful, clear manner and questions for students are carefully curated. In addition, teacher clarity is high while teaching, as indicated by SPCSA classroom observations on pages 16 and 17 of this report. Teacher clarity is a process that enables teachers to communicate aspects of instruction to their students in simple and plain language. In John Hattie's 2009 book Visible Learning, he reports that teacher clarity has an effect size of 0.75².

Robust special education program

Somerset Academy Sky Pointe has a robust special education program. The high school serves a special education population of 17% overall, with 25% in ninth grade alone. To ensure students with an individualized education plan (IEP) receive necessary support, the school has introduced an innovative co-teaching model, where a licensed teacher and a special education teacher work together in both middle and high school classrooms. The special education teacher is primarily embedded in the classroom, providing support throughout most of the class time. Additionally, the school offers opportunities for special education students to develop life skills by having them work in the school office.

Rigorous expectations

Site evaluators highlighted as a strength that students at Somerset Academy Sky Pointe are encouraged to complete rigorous assignments independently, even in the early grades. This approach helps build students' stamina and capability over time, enabling them to handle increasingly demanding work in higher grades.

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA).

² Effect sizes higher than 0.4 have a positive impact on student achievement.

Low chronic absenteeism numbers

Another strength at Somerset Academy Sky Pointe is the low chronic absenteeism rates in elementary, middle, and high school. In addition to educating families on the benefits of being at school, leaders have implemented incentives for students to attend school regularly. This work has translated into numbers. The chronic absenteeism percentage in elementary is 3.8%, middle school is only 2.8%, and high school is 4.4%, compared with the SPCSA average of 21%.

Advanced placement and career and technical pathways opportunities

Somerset Academy Sky Pointe is a college preparatory school that offers accelerated classes in math, English language arts, science, and social studies for both middle school and high school. The school offers 13 advanced placement courses, including American government, statistics, and chemistry.

Somerset Academy Sky Pointe has many students passing advanced placement (AP) exams with scores of three, four, or five³, as reported by school leadership. The school requires that students take the exam when they take an AP class, which is not always true of students taking these classes in other schools.

- There are an increased number of students enrolling in AP classes. This is due in part to the high level of questioning in all classrooms. Students are encouraged to take the courses and realize they can achieve at these levels due to the increased rigor in regular sections of classes.
- For students interested in career technical pathways⁴ (CTE), Somerset Academy Sky Pointe offers teaching and training, graphic design, video production, and sports medicine. Students can begin taking CTE classes in middle school. Several students are graduating from 12th grade with their associate's degree.

Strong ELA curriculum

The CKLA curriculum for ELA was adopted and implemented four years ago at Somerset Academy Sky Pointe through a thorough vetting process involving school leaders and teachers. The curriculum is highly rated for its effectiveness in building students' background knowledge, as noted by Ed Reports. For instance, first-grade students explore topics such as Mesopotamia, an ancient region in southwestern Asia, among other content-rich subjects. CKLA offers a comprehensive approach to reading, writing, speaking, and listening, which helps develop students' knowledge and skills over the course of their education. With a 98% retention rate in elementary school, Somerset Academy Sky Pointe has observed the long-term impact of this curriculum, as both leadership and teachers report significant growth in students' knowledge due to the depth of background information it provides.

³ AP scores are a range from one to five. A score of three, four, or five is considered a high level of competency in the subject area.

⁴ Career-focused experiential learning programs, sometimes called Career and Technical Education (CTE), provide students with opportunities to explore careers.

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.

Space constraints

Somerset Academy Sky Pointe struggles with space constraints, sometimes resulting in limited instructional space for pull-out interventions and small group work. Two additional classrooms are currently under construction.

Finding qualified teachers

Leadership at Somerset Academy Sky Pointe indicated that although they are fully staffed for the 2024-25 academic year, finding science, math, and special education licensed, qualified teachers remain a challenge.

Meeting special education needs

As noted in their leadership site evaluation presentation, Somerset Sky Point faces a challenge in the increased enrollment of special education students, especially at the high school level. Providing individualized instruction for students with special needs poses a challenge with limited classroom spaces and a shortage of dual-certified teachers to teach general and special education courses. Noteworthy is the school's proactive approach to exploring creative teaching models within the school's and state's compliance framework to ensure students' unique needs are met.

EL proficiency rates

Somerset Academy Sky Pointe's high school English Language proficiency rates are below district rates at 9.5%, compared with the SPCSA rate of 14.6%. However, it is noteworthy that the school did improve its rates from the previous year, 2022-23, which were less than 5%.

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.

Space constraints

Although the school is currently under construction for two new elementary rooms, space is still a concern. One recommendation is to continue exploring ways with the Somerset governing board to creatively strategize meeting the space constraints on campus, partly due to an increase in students requiring tier-2 and tier-3 behavior interventions and an increased number of students qualifying for special education services.

Increasing classroom proficiency to distinguished levels

Another recommendation is that classroom observations by the SPCSA indicate that raising the level of teacher proficiency in more classrooms, from highly proficient to distinguished, would be beneficial. One potential strategy to achieve this is the implementation of extended discourse. This approach emphasizes increasing student engagement by encouraging them to take a more active role in their learning, which is closely tied to promoting deeper student discussions and writing across all content areas. Effective student discourse involves interactive dialogue that externalizes thinking and focuses on making meaning from the learning experience. It can include activities such as making arguments, explaining concepts, critiquing ideas, and using logic and evidence to support or challenge claims. Possible strategies for supporting this shift include ongoing coaching, modeling of best practices, continued professional development and aligning teaching methods with the Charlotte Danielson evaluation framework, ensuring greater accountability among teachers similar to the Somerset Academy Sky Pointe evaluation tool.

Prioritize improving student enrollment to be more representative of the local district

As discussed during the site evaluation, the SPCSA recognizes the ongoing efforts of Somerset Academy Sky Pointe's leadership team to diversify enrollment. However, the SPCSA staff recommends that the school continue to monitor and improve overall diversity to be more representative of the local district and the SPCSA. Somerset Academy Sky Pointe has 51 EL students currently enrolled, which is 2.3% of the school's population.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Somerset Academy Sky Pointe by the SPCSA during this site visit.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Somerset Academy Sky Pointe by the SPCSA during this site visit.

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 ⁵ | 2 |
| Family Members, Parents, and Guardians | N/A |
| Faculty and Staff | N/A |
| School Leadership | 10 |
| Students | 11 |

⁵ 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

Somerset Academy Sky Pointe 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

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

Focus Group Summary: School Leadership

Ten Somerset Academy Sky Pointe leadership team members met to discuss the school. They explained the types of support offered to all students and that student achievement drives decision-making at all levels of Somerset Academy Sky Pointe.

In response to being asked about their SEL⁶ Survey results with the State of Nevada, which indicated some low levels of students' emotional safety, leaders mentioned they felt the data was unreliable because students were not provided with a rationale or background for responding to the survey. They reported that they proactively give another SEL Survey to their students through the *Leader in Me*⁷ program. Leadership triangulated the data in the survey carefully to be sure they were in touch with the social-emotional needs of their students and responded based on the data to support their students.

Leadership at Somerset Academy Sky Pointe shared that they use the Charlotte Danielson model as their teacher evaluation form. Within the model, for a teacher to earn high scores, a teacher must work on teaching students to make rubrics for their learning. The leadership has worked with several teachers in this process through professional development and one-on-one coaching. One example is the GATE⁸ teacher co-created a rubric with her students for metacognition to use as they evaluate their understanding of content.

The leaders at Somerset Academy Sky Pointe outlined their approach to supporting students exhibiting tier 2 and tier 3 behaviors. They have established a dedicated behavior team that includes teachers, one of whom has recently completed a 40-hour course in tiered behavior support, along with an elementary counselor and a special education teacher. This team collaborates to develop formal behavior intervention plans and has conducted two targeted professional development sessions for staff this year. Additionally, the team creates behavior contracts for students as needed and meet monthly to track documented behaviors on campus. Leadership also pairs teachers working with high-needs students with mentor teachers for further support.

Leadership at Somerset Academy Sky Pointe highlighted the robust intervention system they have in place for both elementary and middle school students. Their instructional aides play a key role, with many having completed LETRS⁹ training alongside classroom teachers. Many of these aides are former teachers or are currently pursuing teaching credentials. Additionally, a dedicated instructional aide supports each grade level, and the school has a full-time aide in every kindergarten class.

⁶ Social Emotional Learning

⁷ *Leader in Me* is a PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive.

⁸ GATE stands for gifted and talented education.

⁹ LETRS is an intensive course that teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Focus Group Summary: Students

The student focus group began by examining students' perceptions of respect and safety at the Somerset Academy Sky Pointe campus. Several group members conveyed that students at the school have mutual respect and are civil to each other and staff. A student shared, "It is not judgmental here." One student said there is respect at their school for the most part, stating, "Yes, sometimes students respect one another, but sometimes some students don't let some students play with others." Generally, the students said the school is a safe and respectful learning environment with very supportive staff members. All group members stated they felt very safe at school and could rely on staff for assistance if there were any severe concerns. A student said, "The teachers make rules to protect us, and I like that."

The discussion included reasons why the students enjoy attending Somerset Academy Sky Pointe. One student said, "I can be myself here. I feel special. I feel welcomed, and the staff notices my accomplishments." Another student discussed the school's capacity to make the campus a fun place, sharing, "They offer fun activities. They have special days like reading week when we get to wear special clothes, like the fun run." Another student shared, "It's fun to participate in those activities." Other group members expressed that the teachers are excellent, and the school is a place where they can make friends. Additional comments included a student-athlete stating that playing basketball for the school allows him to be a leader. A few shared that the CTE Program enhances their school experience.

Somerset Academy Sky Pointe Academy provides students with diverse classroom learning opportunities. One elementary student shared that they are learning how to find the volume of a prism. Another student mentioned they are focused on practicing concepts they learned from AP world history. A third student stated that she is learning a lot from the Great American Challenge¹⁰. One student leader who participates in student government stressed that much of her learning has served her well leading and planning events. The skills she has learned have allowed her to practice her communication, delegation, and leadership skills, not only with peers but with adults.

¹⁰ Great American Challenge is a program that brings to light the birth of our nation and the struggles of our history, instilling pride as students honor and respect the foundation of our country, as students memorize various things like The Gettysburg Address and all 46 presidents by name in order.

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high 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: 2 | TOTAL: 25 | TOTAL: 2 | TOTAL: 0 | TOTAL: 0 |
| 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: 1 | TOTAL: 25 | TOTAL: 3 | TOTAL: 0 | TOTAL: 0 |

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high 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: 3 | TOTAL: 23 | TOTAL: 0 | TOTAL: 0 | TOTAL: 3 |
| 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: 3 | TOTAL: 19 | TOTAL: 2 | TOTAL: 0 | TOTAL: 5 |

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary, 8 middle, and 8 high 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: 4 | TOTAL: 16 | TOTAL: 9 | 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: 3 | TOTAL: 20 | TOTAL: 3 | TOTAL: 0 | TOTAL: 3 |

Classroom Observations and Additional Comments

In one high school math class, students completed perpendicular and parallel lines equations. They were allowed to work individually or in pairs. Once completed, the teacher went over the equations and the answers on the whiteboard. There was a missed opportunity for the students to demonstrate their work, explain their thinking, or validate each other's thinking.

In one classroom, the teacher asked students what the main idea was on two pages of the text displayed. Although the teacher asked higher-level questions, she only called on one student at a time. Students missed an opportunity to reread and share the text with partners or table groups to increase engagement.

In one primary classroom, the teacher asked, "What did you mean by that?" after a student answered a question. The teacher used higher-level questioning with students.

Students led the presentation and discussion on World War I, using evidence and reasoning to point out the strengths and limitations of the challenges that countries and people faced during wartime. They were to consider identity, institutions, religion, language, social class, geography, culture, and society.

One group of students was focused on learning explicit phonics sounds through phonemic awareness exercises and by manipulating letter cards. The lesson had a strong sense of urgency, and all students remained engaged and on task throughout. The students were actively involved and took the lead in the learning process.

In one upper elementary classroom, students were deeply engaged in the lesson's critical thinking. As the teacher posed higher-level questions, students worked through a math story problem with the opportunity to articulate their next steps to their peers. The transition to this activity was seamless, allowing for a smooth and effective learning experience.

Students in one lower elementary classroom reviewed new vocabulary words for a decodable text. The teacher read the story aloud while the students followed the text on the screen. She stopped and asked comprehension questions along the way, modeling her thinking process while reading.

The teacher had very high standards for her students. When responding to questions, each student rephrased the question into a statement and then had them answer. All students clearly knew the classroom expectations.

Students were working on various IEP goals in one classroom with five different adults. Each student was highly encouraged. All adults were patient and helped students stay on task.

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>Develop a plan to increase student voice and engagement in the classroom:</p> <ul style="list-style-type: none"> • Increase professional development on strategies for student- led classrooms . • Ask and answer high level questioning in classrooms. • Students articulating what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future. | <p>Leadership reports they have worked with teachers on student engagement strategies by implementing professional development and unwrapping learning targets along with success criteria so that students are beginning to co-create it.</p> | <p>SPCSA staff finds this recommendation has been met with satisfactory progress; however, the SPCSA team has included more recommendations for student discourse found on page seven of this report.</p> |
| <p>Create school-wide common practices in providing students feedback regarding their learning progress on class assignments and projects.</p> | <p>Somerset Academy Sky Pointe has worked with its staff on the importance of educator feedback and strategies to do so. Students are more involved in the process through metacognition and the platform (My Education Data) which students and parents can see their child/children's educational data in one spot and stay informed.</p> | <p>SPCSA staff finds this recommendation has been met with satisfactory progress.</p> |
| <p>Continue educating families on the importance of being present at school.</p> | <p>Somerset Academy Sky Pointe has reduced its chronic absenteeism numbers to 5% or less in elementary, middle, and high school.</p> | <p>SPCSA staff finds this recommendation has been met with satisfactory progress.</p> |
| <p>Prioritize improving student enrollment to be more representative of the local district and the SPCSA through the weighted lottery and leveraging the current recruitment and enrollment plan.</p> | <p>The school reports diverse wait lists in 9th and 10th grades.</p> | <p>The SPCSA recognizes the ongoing efforts of Somerset Academy Sky Pointe’s leadership team to diversify enrollment. However, the SPCSA staff is recommending that the school continue to</p> |

| | | |
|--|--|--|
| | | monitor and improve overall diversity to be more representative of the local district and the SPCSA. |
|--|--|--|

Operational Compliance Checks

- | | | | |
|-------------------------------|---|-----------------------------|------------------------------|
| Fire Extinguisher | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Nurse's Station | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Evacuation Plan in Classrooms | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Food Permit | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> N/A |
| Elevator Permit | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> 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.