Nevada State Public Charter School Authority

Site Evaluation Report
Futuro Academy
Evaluation Date: 1/25/2021
Report Date: 2/17/2021

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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/25/2021 at Futuro 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

Futuro Academy is located in Las Vegas, Nevada in a facility at 920 N. Lamb Blvd. The school serves 435 students (as of the most recent Validation Day and valid until October 2021) in Kindergarten – 4th grade. The mission of Futuro Academy is: "Thorough rigorous academics and personal excellence. Futuro Academy educates all K-4 scholars to excel through middle school into high school, and to the university of their choice."

ACADEMIC PERFORMANCE

Futuro Academy
Nevada School Performance Framework
2019

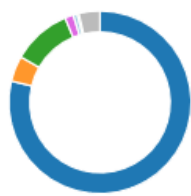Futuro Academy serves 435 students in grades Kindergarten-4th grade

Futuro Academy Elementary

School Level: Elementary School
Grade Levels: 0K-02
District: Achievement
School Address: 920 North Lamb Blvd
Las Vegas, NV 89110

Student Race/Ethnicity

%	Group
4.5%	White
10.4%	Bl/Afr Am
78.2%	Hisp/Latino
1.5%	Asian
0.7%	Am Ind/AK Nat
0.3%	Pac Isl
3.7%	Two or More

School Year 2018-2019 Nevada School Rating

NR
22.5
Total Index Score

School Type: *Achievement School District*
School Designation: *No Designation*
95% Assessment Participation: *Met*

School Performance History
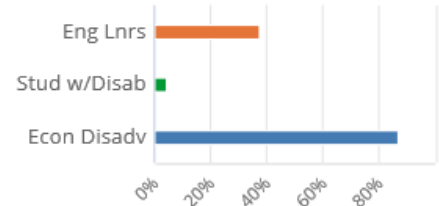
School Year	Index Score/ Star Rating
2017-2018	0 NR
2016-2017	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

(0% – 20% – 40% – 60% – 80%)

Futuro Academy
Math and ELA Results
Nevada School Performance Framework
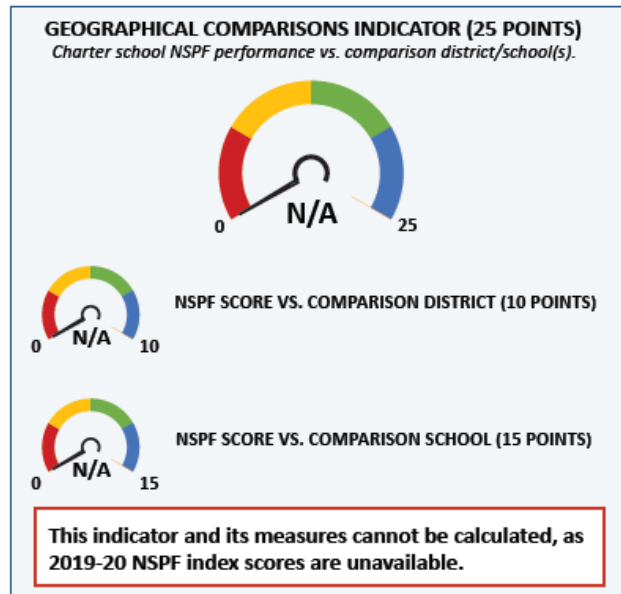## 2019

Elementary Proficiency Rates

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	36.1	48.5	N/A	38.1	45.8
American Indian/Alaska Native	-	-	34.3	N/A	-	30.9
Asian	-	-	68.8	N/A	-	67.2
Black/African American	-	29.1	32.3	N/A	32.6	28.8
Hispanic/Latino	-	42.7	39.6	N/A	42	36.5
Pacific Islander	-	-	48.3	N/A	-	45.6
Two or More Races	-	-	55.3	N/A	-	52.9
White/Caucasian	-	40	59.3	N/A	-	57.2
Special Education	-	16	28.6	N/A	9	24.8
English Learners Current + Former	-	44.7	35.8	N/A	39.5	32.4
English Learners Current	-	25.5		N/A	31.4	
Economically Disadvantaged	-	35.7	39	N/A	-	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	39.8	57	N/A	43.8	54.7
American Indian/Alaska Native	-	-	42.5	N/A	-	39.5
Asian	-	-	75.4	N/A	-	74.1
Black/African American	-	33.5	42.6	N/A	38.9	39.6
Hispanic/Latino	-	45.8	48.2	N/A	49.2	45.5
Pacific Islander	-	-	57.9	N/A	-	55.7
Two or More Races	-	-	64.4	N/A	-	62.6
White/Caucasian	-	53.2	67.4	N/A	-	65.7
Special Education	-	12	30	N/A	20	26.3
English Learners Current + Former	-	44.7	41.4	N/A	45.8	38.4
English Learners Current	-	20.8		N/A	34.2	
Economically Disadvantaged	-	39.6	46.8	N/A	-	44

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

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

N/A

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

13^

^Bonus Indicator Points: 1
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥95	80.4	▲	✘
IEP	≥5 and <10	12.5	▼	✔
EL	≥45 and <50	20.2	▲	✘
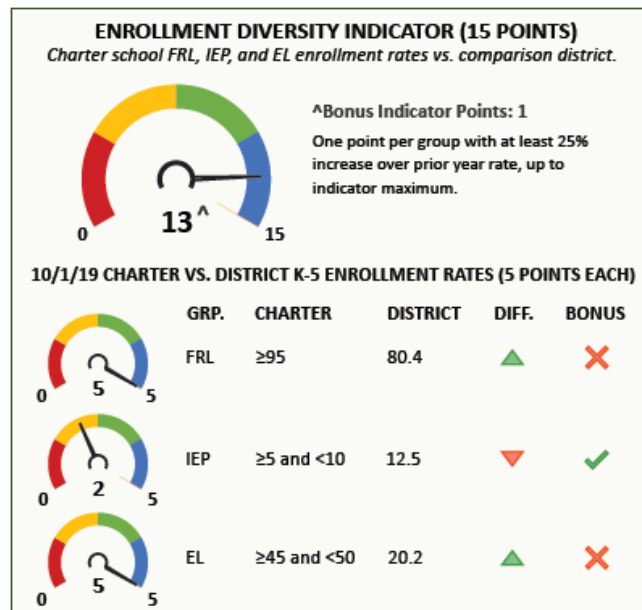
FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	11	30 minutes
Students	7	30 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

Governing Board[1]:

- The Board shared that the mission of the school is to increase options of schools of choice for underrepresented populations. One Board member commented, "We believe college readiness starts in kindergarten and we help this to happen. We also help in underrepresented areas of Las Vegas that need assistance in offering residents additional options and choice for school attendance."

- Board members reported that they believe academic performance for the school is trending to be above average; however, an area of great opportunity is that many students come from disadvantaged households, so some are already a bit behind. The Board reported that test results are showing high growth for many Futuro students. A board member said, "Over the school year the students are showing great potential to get to the benchmark." Another board member added, "We knew there may be students below grade level when we opened the school. We have English Language Learners, and, in some cases, they are below average in English Language Arts. We do have great achievement in math. We know that we have a lot of makeup work to do." The Board receives information about academic progress, and a dashboard of academic performance showing student achievement data using MAP, and step scores are in the process of being implemented. The Board said that they have a subcommittee for academic performance and they meet regularly.

- Regarding the hiring and retention at the school, the Board said the Executive Director does a great job of hiring excellent teachers. A member commented, "We have had some word of mouth and current employees let others know about the teaching opportunities." The Board said that they receive reports on teacher evaluations and student attendance. Regarding teacher retention, the Board members shared that Futuro expects 100% of staff to return in the next school year.

- Board members shared that there are various teacher programs for professional learning offered throughout the year at Futuro. The school starts the year with rigorous teacher training and Board reports and there are some additional specific trainings also offered as needed. The Board shared that they meet about every other month on a regular basis, and that there are also committee meetings taking place quarterly and in between the full Board meetings. The meeting agendas are

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[1]The Board Focus group notes are copied from the site evaluation in May of 2020. Two members of the nine-member board participated. Quorum was not met, and Open Meeting Law was not violated.

created between Board Chair and the Executive Director. Board members went on to say that the Board Chair and Executive Director generally have weekly meetings that include updates from the school, and Board-related items can be added to the agenda. The Board added that they reference older agendas and have identified certain items for agendas which come up routinely throughout the year. The Board makes sure to finalize and post agendas at least one week prior to the meeting. According to focus group participants, Board membership is very stable. Of the eight members, half have been there since the beginning and the others have come on slowly over time. Board members also shared that those which have left done so at the end of their term.

- The Board said that they would characterize parent satisfaction as "very satisfied." A board member stated, "We have had one or two parent complaints, but we have a parent on the Board. We have very supportive and involved parents. For example, during last year's parent appreciation week, the parents got together as a group and made sure every teacher and teacher's aide were acknowledged and appreciated." The Board said that many parents help, volunteer, and take part in the school. Another board member added, "Parents want to see the school succeed and are very invested in the success of the school. We have a family newsletter that includes opportunities to volunteer."

- Regarding fiscal policy and procedures, members of the Board said that there were revisions early on and there was a need for some changes. According to the Board, the fiscal condition of the school is measured by a financial statement and detailed information. A board member stated, "Considering this is a new charter, we are always looking at being responsible for spending and we have to tap credit lines at times. We have managed to handle it."

Parents/Families:
- Family members shared that, with regard to virtual learning, they have noticed that their children are getting less sick since the pandemic began. One parent said that with distance learning, her son is doing well and is thriving because there are fewer distractions online than in the classroom. Although families said that they miss the social and emotional part of the in-person setting, they expressed satisfaction with the distance learning that is taking place at Futuro. A kindergarten parent shared that she does not have any complaints and as far as she can tell, her son is learning. Parents added that the online learning is very organized and they receive a calendar so they know which classes the students should be attending. Another parent said that the allotted timeframe of 35 minutes for each class is working well, going on to say that she believed that any additional time could be problematic as far as students becoming distracted.

- When speaking to the quality of relationships between students and teachers, family members said that relationships are strong. One parent said that her son is able to call his teacher on their cell phone any time he feels he needs to, and the parent expressed their appreciation of this. Parents and families also spoke of other communication methods that are used at Futuro, including e-mail, text, and using an application called *Classroom Tag* to communicate with the teacher. It was also shared that teachers provide a weekly communication with all families, which contains information about what is taking place all week at the school. The parents also stated that they use this same platform to monitor their child's academic progress. There are private messages and classroom announcements on this platform as well.

FOCUS GROUP SUMMARY continued

- Family members like that the teachers get back to the students quickly and sometimes this is on the weekend or in the evening. Parents know that they can have their student go to the teachers calendar during office hours and get the help he or she needs. Both parents and students are invited to go to office hours, send a text, or an e-mail message according to focus group participants. One parent commented, "The teacher also repeats things over and over to make sure students understand." Another family member said that one of the teachers offers lunch with teacher and friends (virtually) and the students and teacher watch a movie and eat lunch together. The family members expressed high levels of thanks for the teachers.

- In all, the families said that they are especially thankful for the quick response of Futuro leaders and staff when the pandemic began. For example, the school has provided math activities, packets, and has made sure that each child had a computer. Family members said that Futuro is important in many ways, but one of the most appreciated is that students are motivated to go to school. The mission of going to college is repeated over and over according to parents. One parent said her son loves the ability to go from class to class and to have a college theme in each classroom every year.

Students:
- Students shared that they have many things they love about the school. Several students said that they love math and that the math is getting more difficult as the year moves forward. Students like learning about math online and they shared that they are aware that as they move forward the math is becoming more difficult. One student said that he likes that his teachers help him and make learning fun. In regard to virtual learning, students said they enjoy every class.

- As a group, students expressed that they are looking forward to returning to "in-person" learning at Futuro when they are able. One student said he likes doing Near Pod[2], but he would like some of the content to include additional items on history. For example, he mentioned that he would like to learn about the Aztec empire, Mayans, and World Wars I and II. Students said they find their classes are interesting. One student said she likes to learn about Native Americans, arrays, and multiplication. One student enjoys playing games in class to learn.

- In terms of academic progress, students take tests and they said they monitor their academic progress. This group of students explained that if they work hard on their tests they will improve. Another student said that his teachers share how much the students are reading. If a student gets a lower grade, students said that they have options and explained that they would log into the test again and re-take it until a better score is the result. Students explained that when class is over they can send a message to the teacher and then he or she can help. One student commented, "Sometimes I write down the questions I don't understand and then I show this to my mom for help."

- Students said that, with regard to questions in class, students use the chat box to answer questions, but only in the chat box. In the lower grades, students said they are able to raise their hands and ask questions. One student said he thinks that students can make school better by trying their best. Another student said he would like to see the school add another science class. A third student said, "I would like to see that other students have their video games closed during school". Finally, students stated that they would like to see additional Near Pods[2] used during class for those students who need a break.

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[2] Near Pod is a technology used to boost student participation with collaborative activities and formative assessments. It allows teachers to make lessons more interactive.

Leadership:

- Leaders shared that they use the Core Knowledge[3] curriculum for ELA instruction at Futuro in Kindergarten through Fourth grade. For math, leadership indicated that the school has implemented Zearn[4]. Leaders explained that they have chosen this curriculum because it lends itself well to the distance learning which is currently a necessity. For writing, leaders said that they keep looking for a better suited writing program. This year they changed to Writing by Design[5]. Writing is definitely the area that the school leaders feel they have room for improvement. The school has implemented this writing curriculum and send journals home in order to provide stronger support to students, especially in the distance education format.

- The school has about 7% of their enrolled students identified for the Special Education program and school leaders shared that they feel these students are successful. Leaders explained that they looked at continuity of services during the pandemic and distance learning and believe they have been timely with all legal and time bound expectations. Leaders share that the chronic absenteeism is 3.1% compared to 6.5% overall within their IEP subcategory. About 40% of the students at Futuro are second language learners and school leaders said that they completed the WIDA screeners in the fall.

- In terms of culturally responsive practices, the school has put forth anti-racism classes for educators which was launched in the summer of 2020. The staff itself is diverse with greater than 70% of staff identifying as people of color according to school leadership. All staff, teachers, and administrators are evaluated on an annual basis. The school would like to implement a more robust teacher evaluation system in the future. The Executive Director is evaluated yearly with summative outcomes. These results are weighted heavily toward the end of the year and based on a variety of data outcomes.

- With very little turnover in staff, professional learning has been done through a learning management system. Leadership shared that staff is asked to complete a task at the end of the session designed to mirror and promote best practices. School leaders shared that some of their strengths include a strong staff and family culture. In addition, school leadership shared that Futuro has high levels of retention of staff. With regard to challenges, the transition to distance education has been difficult. The school has added a grade each year since 2017, and the school has not been rated since opening in 2017. To increase safety measures, bollards and double mag doors have been added. In addition, staff participated in suicide prevention, aversive interventions and are trained and compliant with regard to mandated reporting according to leadership.

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[3] Core Knowledge is a preschool through grade 5 program for teaching skills in reading, writing, listening, and speaking. It builds students' knowledge and vocabulary in literature, history, geography, and science.
[4] A curriculum that unites hands-on instruction and immersive digital learning. It is top-rated by EDReports.
[5] Writing by Design is a K-8 Common Core Writing Curriculum with proven effective remote and in-class instruction. It is individually paced with video lessons and online assessments.

FOCUS GROUP SUMMARY continued

Staff:

- Teaching staff at Futuro said that they have made several adjustments to their teaching due to distance learning. For example, one teacher said he breaks up the students into small groups based on ability and so that he can differentiate his teaching based on the needs of the students. His groups are leveled this year as compared to the past when they were not. In kindergarten, the reading curriculum has changed and instead of flash cards, they use slides, according to teachers. Teachers also shared that they have been able to direct students to write on white boards instead of paper. In math the transfer to digital learning is challenging. For example, teachers cannot physically show students the counting like they used to. Staff said that writing instruction and practice is much more independent than in previous years.

- Staff said that good teaching is comprised of several indicators. One teacher explained that she can differentiate the students and provide interventions. One teacher added that another big part, especially with distance-learning, is making what you are teaching meaningful to students. One person commented that, "Checking for understanding, whether it is formal or informal, is a very important part to being a great teacher." This teacher added that having high expectations is also a critical part to this. The teachers said that engagement is very important, but they know this is something they continue to revise and improve upon as this school year moves forward.

- Regarding data driven decision making and monitoring of student learning, teachers remarked that they use the MAP testing three times per year, and the Star test once per month, as well as numerous formative assessments. One instructor remarked, "We are able to place our students into groups of red, yellow, green and from there we respond to needs based on each student." To provide targeted interventions the school uses spreadsheets to collect data. The data comes from small, short lessons which have been designed to meet the needs of each student. With special education, teachers shared that they progress monitor each week and that those informal tests are designed to meet the IEP goals and objectives.

- The Reading Specialist has helped train the staff on ways to assess basic literacy levels according to the staff at the school. Staff went on to say that the reading specialist has modeled strategies the rest of the staff could use and this was found to be very helpful. One important enhancement has been the social emotional social learning and how best to respond during the pandemic. One staff member commented, "We meet virtually every week as a staff and anything can be brought to the front. We learned about literacy, Zoom, Google, and Learn Cube." Staff said the professional learning has been very organized and the teachers said they learned by doing things by themselves and helping each other. Another person remarked, "It was teachers teaching other teachers and I really liked that." The staff has had very little turn over and teachers say this is because in comparison to other schools, the staff feel that Futuro has a strong sense of community. One person said, "I feel cared about as a person, not just as another colleague. There is so much collaboration at this school and I don't feel alone here. It is highly encouraged to talk to other teachers within grade levels and we feel super supported."

CLASSROOM OBSERVATION TOTALS

A total of 10 classrooms were observed for approximately 20 minute 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: 1	Total: 7	Total: 2	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:	Total: 8	Total: 2	Total:	Total:

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: 1	Total: 7	Total: 2	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: 1	Total: 7	Total: 2	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's 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: 2	Total: 8	Total:	Total:	Total:

Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A **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.
	Total:	Total: 6	Total: 3	Total:	Total: 1
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:	Total: 9	Total: 1	Total:	Total:

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:	Total: 8	Total: 2	Total:	Total:
B	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: 1	Total: 9	Total:	Total:	Total:

Area 8 A Using Formative Assessment in Instruction B	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: 1	Total: 8	Total: 1	Total:	Total:
	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 observing 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:	Total: 7	Total: 3	Total:	Total:

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: 2
☒ The explanation of the content is imaginative: 2

Evidence of questioning and discussion techniques: Area #6

☒ Questions are planned ahead of time and tied to learning target(s): 5
☒ Teacher questions are open ended: 2
☒ Teacher allows time for students to answer — 3 seconds or more: 4
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 2
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 2

Evidence of engaging students in learning area: Area #7

☒ Active learning is taking place (rather than just listening or viewing): 3
☒ Students are using reasoning and critical thinking: 2
☒ The lesson is rigorous and includes cognitively complex tasks: 3
☒ 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: 7
☐ 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: 5
☒ Students incorporate the feedback by revising their work: 2
☒ 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: 1

Other:

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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	ELA: K-2: Core Knowledge LA / G3-4 Expeditionary Learning Mathematics: K-4 – Zearn / CGI Writing: Writing by Design (newly implemented 2020-21).
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	**TIER 1:** Universal Screening: NWEA MAP and benchmark STAR CMB/STAR 360 assessments (ESGI in K) – utilized for screening and initial grouping and learning goals. **TIER 2:** Regularly administered bi-weekly or monthly assessments (STAR CBM for Tier 2, STAR 360 all students G2+) to provide strategic monitoring and assist with dosage of flexible interventions. **TIER 3:** STAR CBM – Weekly to support intensive interventions and instructional design, up to an including sub-separate group homogenous groupings across classes to provide targeted supports.

1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Continuity of services with minimum compensatory time throughout the pandemic Winter 2019-20 MAP MGP for IEP subgroup: ELA: 70, Math: 49 IEP chronic absenteeism is 3.1% compared to 6.5% overall due to close family communication.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	95%+ participation and timely completion of WIDA screener in Fall 2020. Implementation of DataWorks Launch to Literacy curriculum in Fall 2020. 13% increase in students meeting EL AGP from 2018-19 to 2019-20.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Futuro Academy utilizes nimble communication systems and provides multiple channels of bilingual communication to maintain critical information flowing, but also consistent with the mission of family engagement and empowerment. Futuro Academy engages in annual planning and capacity audits of the Board of Trustees to consistently promote good governance. The board and its committees meet regularly, and review dashboard academic, operational, and financial information to perform all duties as spelled out in the charter application and contract.
3b	The school holds management accountable.	School Presentation	Futuro Academy utilizes a standard evaluation document to provide all employee classes an annual evaluation standardized by position. On the goal list for 2021-22 is to transition to a more robust document for instructional staff. Futuro Academy does not contract with an EMO and CMO, but the Board of Trustees, consistent with the spirit of the Open Meeting Law, evaluates the Executive Director annually in an open meeting, and utilizing the evaluation rubric in the ED contract.

4a	The school protects the rights of all students.	School Presentation Classroom Observations	Anti-Racism for Educators 101 Training – Summer 2020. Diverse Staff (greater than 70% staff who identify as people of color since founding).
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	100% of site staff First Aid/CPR/AED certified, 25% in-person onsite for First Aid/CPR/AED/BBP/Child & Infant. Facility design and operation changes (addition of bollards, double mag doors, etc.). Required Development including Suicide Prevention, Aversive Interventions, Mandated Reporting Prompt resolution of all 'handle with care' and Safe Voice tips.

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. Futuro exhibits a strong sense of community.
   - Students, parents, teachers, and administrators shared that there is a strong sense of community during focus groups.
   - Staff is highly committed to the school and firmly believe in the mission statement.
   - Students indicated that they love attending Futuro, and one student remarked, "My teachers help me to learn and I love math!"
   - Parents spoke of having strong relationships in a warm atmosphere and a clear road to helping all learners understand that they are college bound.
   - There are high levels of year to year retention of staff and capacity development.

2. Futuro has a diverse student population in terms of FRL, and English Language learners. The staff is diverse which reflects the demographics of the community.

   - SPCSA staff noted that the staff at the campus appear to be diverse as well.

3. The teaching staff at Futuro appear to be caring and kind. SPCSA staff noticed that the teaching staff uses thoughtful words such as please and thank you whenever possible. Student names were used often. Teaching staff expressed excitement to the students and used some open ended questions. It was clear that the staff is reaching out and trying to develop relationships with students despite the inherent challenges of distance learning.

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. Due to the current distance learning environment, the entire Futuro staff has been faced with significant challenges in regard to pedagogy and access to technology.

2. With annual growth and added grade levels each year since 2017, operations and responsibility adjustments have been a challenge. In 2017 the school started with 115 students and today the school enrolls about 435 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 with strong instructional practices and closely monitor the implementation of new curriculum in both writing and math. Reevaluate the outcomes of using these newer programs. Closely monitor levels of student achievement in response to newer curriculum. Continue the thoughtful use of technology to strengthen classroom learning environments and levels of student engagement.

2. To increase the levels of "learning relevance" with students, consider making a point of communicating the "why" for each learner. Consider allowing time to have students talk about and share the relevance of the learning to their real situations in life.

3. It is recommended that school staff continue to work on a variety of distance learning practices to become more schooled, purposeful, and intentional with this platform. In both distance learning and in person platforms, research has shown (*Fisher, Frey & Hattie, 2020*) that he following best practices apply.

   - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
   - Learning accelerates when the student, not the teacher, is taught to be in control of his or her learning.
   - There needs to be a diversity of instructional approaches.
   - Well-designed peer learning impacts understanding.
   - Feedback in a high-trust environment must be integrated into the learning cycle.
   (Fisher et al.,2020)

This recommendation is provided so that Futuro would consider using newly published materials based on Hattie's 2020 research to further strengthen the online instruction. As virtual learning decreases, the same strong strategies will apply to the in-person learning environment as well.

DEFICIENCIES

There were no deficiencies identified for Futuro Academy during this site evaluation.