![Nevada State Public Charter School Authority logo]

# Site Evaluation Report: Equipo Academy
# Evaluation Date: 12/8/2021
# Report Date: 1/18/2022

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# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf

## C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

# INTRODUCTION AND SCHOOL BACKGROUND



## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on December 8, 2021 at Equipo Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

## SCHOOL BACKGROUND

Equipo Academy is located in Las Vegas, Nevada in a facility at 4131 E. Bonanza Rd. The school serves 832 students (as of the most recent Validation Day) in 6th through 12th grade. The mission of Equipo Academy is: "when people say something is "impossible", we say, "Impossible is not.""

# ACADEMIC PERFORMANCE
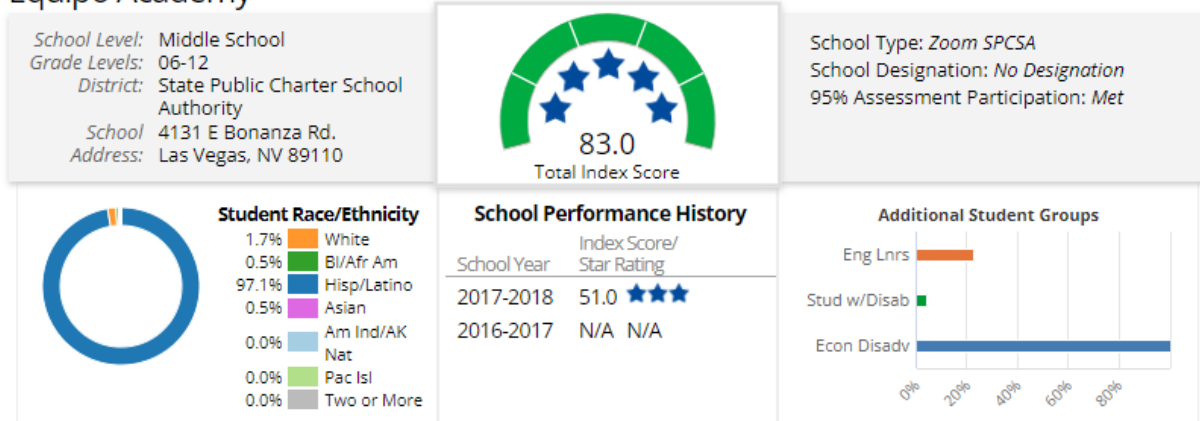
## Nevada School Performance Framework
## 2019

*Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.*

Equipo Academy serves 832 students in 6th through 12th grades.
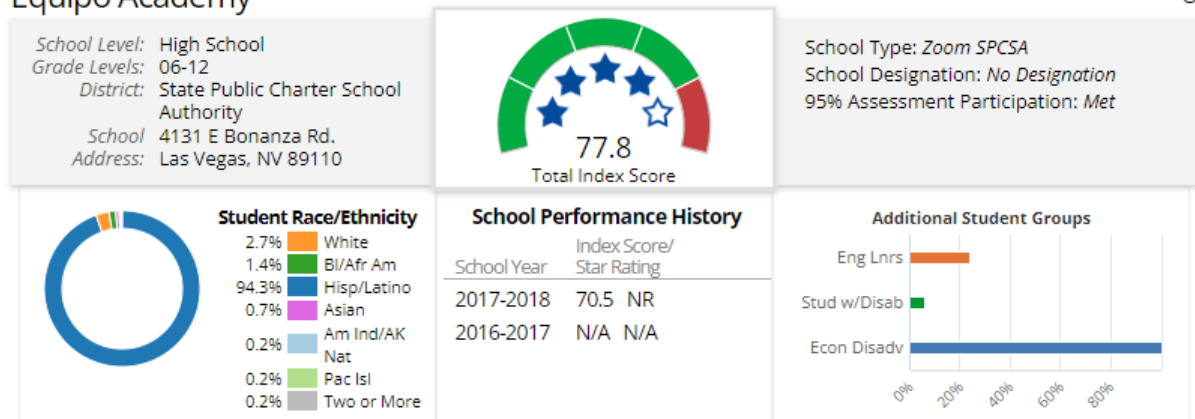
### Middle School

**Equipo Academy**

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 06-12
District: State Public Charter School Authority
School Address: 4131 E Bonanza Rd. Las Vegas, NV 89110

★★★★★
83.0
Total Index Score

School Type: *Zoom SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

**Student Race/Ethnicity**

| % | Group |
|---|---|
| 1.7% | White |
| 0.5% | Bl/Afr Am |
| 97.1% | Hisp/Latino |
| 0.5% | Asian |
| 0.0% | Am Ind/AK Nat |
| 0.0% | Pac Isl |
| 0.0% | Two or More |

**School Performance History**

| School Year | Index Score/ Star Rating |
|---|---|
| 2017-2018 | 51.0 ★★★ |
| 2016-2017 | N/A  N/A |

**Additional Student Groups**

Eng Lnrs
Stud w/Disab
Econ Disadv

0%  20%  40%  60%  80%

### High School

**Equipo Academy**

School Year 2018-2019 Nevada School Rating

School Level: High School
Grade Levels: 06-12
District: State Public Charter School Authority
School Address: 4131 E Bonanza Rd. Las Vegas, NV 89110

★★★★☆
77.8
Total Index Score

School Type: *Zoom SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

**Student Race/Ethnicity**

| % | Group |
|---|---|
| 2.7% | White |
| 1.4% | Bl/Afr Am |
| 94.3% | Hisp/Latino |
| 0.7% | Asian |
| 0.2% | Am Ind/AK Nat |
| 0.2% | Pac Isl |
| 0.2% | Two or More |

**School Performance History**

| School Year | Index Score/ Star Rating |
|---|---|
| 2017-2018 | 70.5  NR |
| 2016-2017 | N/A  N/A |

**Additional Student Groups**

Eng Lnrs
Stud w/Disab
Econ Disadv

0%  20%  40%  60%  80%

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

*Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.*

## Proficiency Rates

Middle School

**Math Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 30.9 | 42.6 | 36.5 | 14.5 | 36.8 | 33.2 |
| American Indian/Alaska Native | - | 22.7 | 28.4 | - | 26.5 | 24.6 |
| Asian | - | 66.2 | 58.6 | - | 64.1 | 56.4 |
| Black/African American | - | 24.2 | 23.5 | - | 17.7 | 19.5 |
| Hispanic/Latino | 30.7 | 31.9 | 29.3 | 13.6 | 26.1 | 25.5 |
| Pacific Islander | - | 44.9 | 36.9 | - | 34.9 | 33.6 |
| Two or More Races | - | 47.3 | 40.6 | - | 41.5 | 37.5 |
| White/Caucasian | - | 51.3 | 47.1 | - | 44.4 | 44.4 |
| Special Education | 7.1 | 12.1 | 18.6 | 0.0 | 11.5 | 14.3 |
| English Learners Current + Former | 13.2 | 26.9 | 20.2 | 1.6 | 22.2 | 16 |
| English Learners Current | 12.5 | 12.6 | | 1.6 | 8.5 | |
| Economically Disadvantaged | 30.7 | 29.0 | 29.2 | 14.3 | 21.7 | 25.5 |

**ELA Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 47.8 | 59.6 | 54.1 | 37.4 | 56.1 | 51.7 |
| American Indian/Alaska Native | - | 61.3 | 43.4 | - | 57.1 | 40.5 |
| Asian | - | 78.4 | 75.9 | - | 77.3 | 74.6 |
| Black/African American | - | 40.1 | 37.8 | - | 38.4 | 34.5 |
| Hispanic/Latino | 47.1 | 50.3 | 45.1 | 37.8 | 46.3 | 42.2 |
| Pacific Islander | - | 61.1 | 53.2 | - | 53.2 | 50.7 |
| Two or More Races | - | 66.7 | 61.3 | - | 61.0 | 59.2 |
| White/Caucasian | - | 67.8 | 66.3 | - | 63.5 | 64.6 |
| Special Education | 7.1 | 19.9 | 21.9 | 0.0 | 20.7 | 17.8 |
| English Learners Current + Former | 23.2 | 42.7 | 24.3 | 10.3 | 34.8 | 20.3 |
| English Learners Current | 20.0 | 22.0 | | 9.0 | 15.8 | |
| Economically Disadvantaged | 47.6 | 46.4 | 44.4 | 38.0 | 41.5 | 41.4 |

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

*Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.*
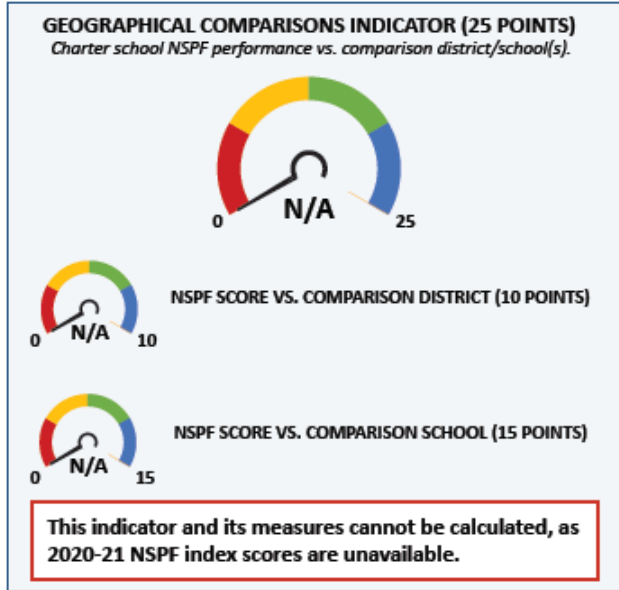
Proficiency Rates

High School

**Math Proficient** — **Math Proficient Points Earned: 2/10**

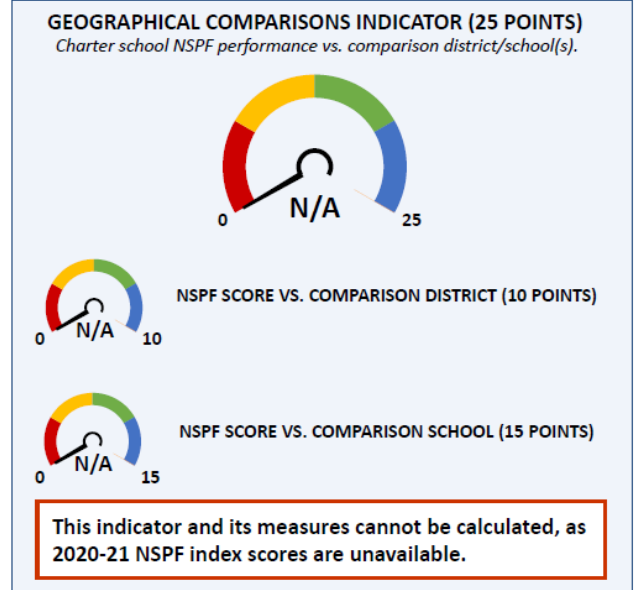| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 12.2 | 25.8 | 32.83 | 18.8 | 23.8 | 29.29 |
| American Indian/Alaska Native | - | - | 23.12 | - | 16.6 | 19.07 |
| Asian | - | 50.0 | 50.27 | - | 54.7 | 47.65 |
| Black/African American | - | 7.5 | 18.42 | - | 6.2 | 14.12 |
| Hispanic/Latino | 11.3 | 18.5 | 22.93 | 18.4 | 17.5 | 18.87 |
| Pacific Islander | - | 16.0 | 29.26 | - | 6.2 | 25.54 |
| Two or More Races | - | 26.0 | 36.96 | - | 26.1 | 33.64 |
| White/Caucasian | - | 32.0 | 44.25 | - | 28.4 | 41.31 |
| Special Education | - | 6.1 | 12.38 | - | 2.2 | 7.77 |
| English Learners Current + Former | 0.0 | 5.0 | 14.52 | 9.0 | 10.9 | 10.02 |
| English Learners Current | 0.0 | 0.0 | | 9.0 | 2.4 | 6.96 |
| Economically Disadvantaged | 12.2 | 14.6 | 24 | 18.8 | 13.3 | 20.01 |

**ELA Proficient** — **ELA Proficient Points Earned: 4.5/10**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 42.1 | 53.9 | 48.54 | 52.1 | 44.5 | 45.83 |
| American Indian/Alaska Native | - | - | 36.76 | - | 36.3 | 33.43 |
| Asian | - | 71.0 | 65.11 | - | 68.4 | 63.27 |
| Black/African American | - | 32.8 | 31.39 | - | 21.6 | 27.78 |
| Hispanic/Latino | 39.6 | 47.3 | 36.5 | 53.8 | 39.5 | 33.15 |
| Pacific Islander | - | 52.0 | 48.75 | - | 37.5 | 46.05 |
| Two or More Races | - | 62.5 | 58.07 | - | 46.9 | 55.86 |
| White/Caucasian | - | 59.7 | 62.25 | - | 50.0 | 60.26 |
| Special Education | - | 18.8 | 15.71 | - | 9.0 | 11.27 |
| English Learners Current + Former | 27.7 | 18.1 | 17.52 | 18.1 | 21.8 | 13.18 |
| English Learners Current | 29.4 | 10.6 | | 18.1 | 9.7 | 6.9 |
| Economically Disadvantaged | 42.1 | 41.9 | 37.66 | 52.1 | 31.2 | 34.37 |

# SPCSA Academic Performance Framework
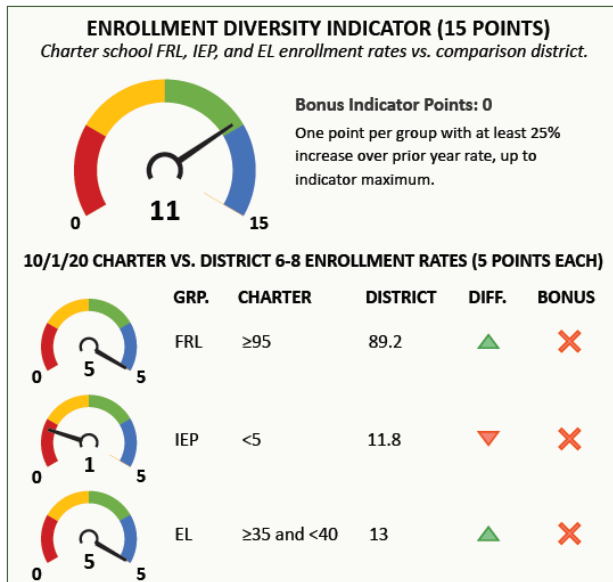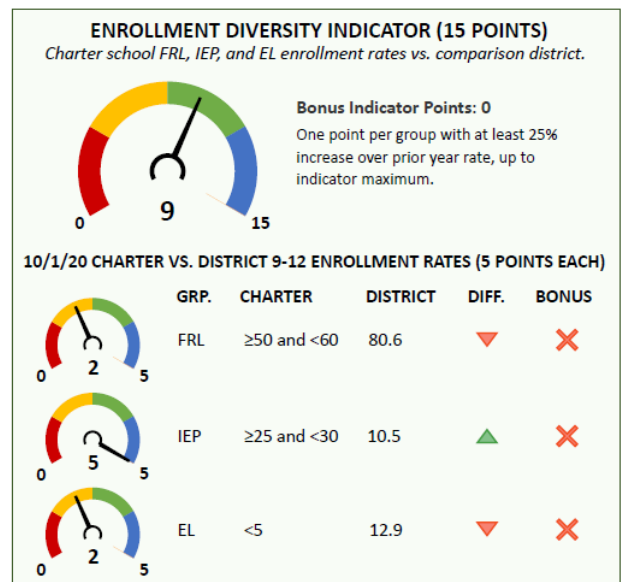# Geographic Comparison Report

## Middle School

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

N/A (0 — 25)

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS) — N/A (0 — 10)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS) — N/A (0 — 15)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

## High School

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

N/A (0 — 25)

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS) — N/A (0 — 10)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS) — N/A (0 — 15)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

# Diversity Comparison Results

## Middle School

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

**Score: 11 (0 — 15)**

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

| | GRP. | CHARTER | DISTRICT | DIFF. | BONUS |
|---|---|---|---|---|---|
| 5 | FRL | ≥95 | 89.2 | ▲ | ✖ |
| 1 | IEP | <5 | 11.8 | ▼ | ✖ |
| 5 | EL | ≥35 and <40 | 13 | ▲ | ✖ |

## High School

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

**Score: 9 (0 — 15)**

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

| | GRP. | CHARTER | DISTRICT | DIFF. | BONUS |
|---|---|---|---|---|---|
| 2 | FRL | ≥50 and <60 | 80.6 | ▼ | ✖ |
| 5 | IEP | ≥25 and <30 | 10.5 | ▲ | ✖ |
| 2 | EL | <5 | 12.9 | ▼ | ✖ |

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

| Group | Number of Participants | Duration of Focus Group |
|---|---|---|
| Governing Board | 3 | 30 minutes |
| Parents/Families | 14 | 30 minutes |
| Students | 12 | 30 minutes |
| School Leadership | 6 | 30 minutes |
| Staff | 10 | 30 minutes |

## Governing Board[1]:

1. Participants shared that Equipo Academy has been thinking about expanding the school, with the rationale of providing families the ability for all of their children to attend the same school. Board members stated that the school has recently acquired the property adjacent to the school for possible expansion, and that growth would take a few years with intentional planning.

2. Board members shared that the school administration brings issues to them, and the board has dicussions and makes a plan to address the identified challenges. Focus group participants noted that the budget is regulary discussed. Members stated that the board is aware of the goals of Equipo Academy and know what is happening day-to-day at the school. Board members noted that training for board personnel is an ongoing priority. Board members acknowledged that they understand one of their responsibilities is to ensure that the school is compliant, and that should challenges exist with regard to submitting required documentation to the state, board members play an important role in providing oversight to the school administration[2].

3. Board members indicated that Equipo Academy has multiple board committees to assist the governing body with their ongoing responsibilities. According to board members, three individuals participate in each committee, and the current committees include: Finance, Leadership, Management/Operations, and Academics. When asked if these meetings were publicly noticed, board members said that they were not.

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[1] Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

[2] SPCSA staff provided data from FY20 and FY21 to participating board members during the focus group regarding ongoing, required compliance submissions for each sponsored school, noting that timely submissions are contemplated under the SPCSA Organizational Framework. SPCSA records indicate that 13 of 21 required submissions in FY20 were submitted late. In FY21, this number was 9 of 20.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

## Parents/Families:

1. Families shared that they feel recognized by the teachers and staff at Equipo noting that, even when they are out in the community, staff say hello, stop and talk with families and know the students and parents by name. One parent said, "From the moment you walk in, the office is respectful, and you feel welcome and recognized." Parents and families stated that the relationships between parents and teachers allow them to feel informed about their child's progress academically and behaviorally. One parent shared they were comforted that staff knew where their child is at all times, saying: "If I telephone the school, a real person answers and can tell me exactly where my son is." One parent shared that they noticed that their child felt less stressed and less anxious in general about school since coming to Equipo Academy.

2. Families shared their children like to go to school and, when they come home, they like to talk about their day and what they learned. Many shared their children are ready to go to school in the morning and do not want to be late. Parents feel the teachers challenge the students to work hard at Equipo, with one parent saying, "The coaches tell the students if you have a B, they should work for the B+." Another parent of a student with special needs shared that she enrolled her child at Equipo because she heard her child's needs would be taken care of. Since enrolling, the parent went on to say that their student is doing well in his classes and likes school. Finally, parents explained that students sign challenge contracts and the advisor at the school checks on the progress, keeping students accountable. Parents expressed an appreciation for the weekly progress reports which show how their student is meeting academic expectations for learning.

3. Many parents shared anxiety regarding news media and school safety concerns that are reported nationally. A few parents stated that they would like to see more supervision during lunch, in the hallways, after school in the front parking lot, and in the bathrooms. One parent stated, "This is my child's second home and I know teachers can't be everywhere but having extra security would feel more comforting." Another focus group participant suggested that putting cameras up outside the school building might help their sense of security. Parents did share that they felt the parking lot in the back was well supervised, but the front of the building was not. A third parent shared that periodically checking backpacks would be helpful. Other parents shared they would like to see a change in dress code because sometimes students wore items that were perceived as too revealing. There was concern from parents about bullying and things happening in the bathroom that could use some adult eyes and supervision.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

## Students:

1. Students stated relationships at Equipo are important, noting that they generally feel it is easy to make friends at the school, and that teachers are helpful and responsive. Students shared that they believe teachers care about them because they know their names and recognize them outside of class. In the hallways and common areas, students said that their teachers talk with them about schoolwork as well as life outside of school. One student said, "My teachers know about rough neighborhoods. They understand what happens when I leave school. Teachers will stop me in the hallway and ask if I need help. Teachers can tell if I am having a bad day and they ask if they can help." Overall, students expressed a sense of belonging to a school community.

2. Students shared teachers make subjects fun and they answer their questions. According to those participating in the focus group, teachers make sure students feel respected and heard. Students expressed that they like the tutoring opportunities offered outside of school hours, including Saturday school. Students went on to say that electives offered at the school often align with their interests, specifically mentioning the environmental science class. Students expressed a desire to have courses in art and mechanics added as elective offerings in the future. Students feel that Equipo focuses on planning for life beyond high school graduation, and stated that researching and applying for college is reinforced by the college advisor who assists students with collegiate plans. One student shared that, he had never planned on attending college, but became motivated after seeing so many seniors accepted.

3. When students were asked if there was one thing they could change about Equipo, one student said it would be helpful if school released earlier in the day because many walk home in the dark during the winter months. Students shared that some students use social media to bully unknowing students, which causes them frustration. One student stated that administration was aware of the online bullying. Another student reported that some students steal things out of the bathrooms or participate in unacceptable behaviors in the bathroom, raising some safety concerns. Several requested that the school pursue an advisor for high school graduation requirements to assist future students in recognizing requirements more easily. Another student suggested advising on career opportunities would be welcome for those not planning on attending college.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

## Leadership:

1. Leadership participants shared that returning to in-person learning has been challenging but noted that students are happy to see friends and teachers again. Leaders went on to say that there is some catching-up to do with regard to academics and reviewing of social skills, but everyone is happy to be back to the routine of school and learning. Leaders emphasized that Equipo has a culture of family and not being together was difficult and presented a number of challenges. Leaders noted that school personnel work together to create a welcoming environment, and this is likely a root cause for the lack of faculty or staff turnover[3].

2. SPCSA staff asked school leadership about the school's ability to submit requirement documents on time, noting an observed trend of many late submissions by the school compared to others in the SPCSA portfolio. The school administration stated that Equipo has not always prioritized these required submissions while explaining that these submissions were not how the school measured success. Administration shared that Equipo families and students were the top priority rather than paperwork, acknowledging that the school would attempt to get caught up on outstanding submissions within 30 days. School leaders also expressed an openness for exploring how to improve this work moving forward.

3. Leadership indicated that the school is considering expanding and has purchased the adjacent lot as a potential location. Leaders stated that the expansion would allow the middle school and high school to have individual learning spaces as well as more choices in academic course offerings. School leadership communicated that the Equipo Academy received high financial performance marks for the previous fiscal year, which signals the school can remain viable even with an expanded footprint.

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[3] Self-reported data indicated that Equipo did not have any faculty vacancies and had only one individual non-renewed for the 21-22 school year.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

**Staff:**

1. Teachers reported that they believe Equipo is responsive to student learning needs while acknowledging that students value the relationships they have built with the adults at the school. Focus group participants said that school staff made sure students had food during the pandemic and worked hard to make sure student learning was not disrupted. During the ongoing COVID-19 pandemic, teachers stated that Equipo offered a remote learning option for families and provided laptops and internet for students to participate in synchronous learning from home. Teachers shared that the school administration would purchase software if staff presented a strong rationale that the purchase would benefit students and learning outcomes. Staff cited a number of examples including Pear Deck, Ed Puzzle and Kami[4].

2. According to teachers, professional development as well as professional development communities/Professional Learning Communities are also supported and tailored to their learning needs. Staff shared that Special Education and English language services are responsive to student needs, with tutoring and extra time provided after school and on Saturdays for students. Additionally, staff noted that there is an emergent bi-lingual class available before school as well as services available for teachers who like to translate assignments into Spanish.

3. Teachers and staff stated that they appreciate the racial, equity and diversity conversations happening at the school. One person shared that the conversations are in the "ugly phase" in that there are challenges with this topic, especially since they are in the early phases of the dialogue. However, many staff members agreed that it was positive these issues are being addressed. Staff and teachers shared that they feel supported in this conversation and that communication was welcome. One person said it was the first time they worked in a job where they could call out racism for what it was. Another staff member communicated that there is a diversity, inclusion, and equity officer and committee established at the school.

4. Many in the focus group shared that classroom and teacher observations were a bit imbalanced, with some teachers indicating that they meet weekly with their coach, but not covering all subjects taught and/or not all content areas are observed. Staff communicated that coaches have one period in which to observe, and that feedback from teacher observations is not shared in a timely manner, often coming too late to respond to concerns or questions. Teachers overwhelmingly articulated that they would like more timely feedback and would like to be observed more regularly by the administration and coaches.

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[4] Pear Deck is an electronic tool used to promote collaboration during presentation. Ed Puzzle is a platform enhancing classroom lessons through videos. Kami is a digital classroom tool promoting real-time interactions and collaboration.

# CLASSROOM OBSERVATION TOTALS

A total of 12 were observed for approximately 15 minutes on the day of the evaluation.

## I. Classroom Environment

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Areas 1 & 2**<br><br>**Creating an Environment of Respect and Rapport**<br><br>**Establishing a Culture for Learning** | 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: 11 | Total: 0 | Total:0 | Total: 0 |
| | 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: 0 | Total: 12 | Total: 0 | Total: 0 | Total: 0 |

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Areas 3 & 4**<br><br>**Managing Classroom Procedures** | 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: 5 | Total: 7 | Total: 0 | Total: 0 | Total: 0 |
| **Managing Student Behavior** | 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: 5 | Total: 7 | Total: 0 | Total: 0 | Total: 0 |

# CLASSROOM OBSERVATION TOTALS

| II. Classroom Instruction | | | | | |
|---|---|---|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| **Area 5**<br><br>**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 is 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: 0 | Total: 5 | Total: 0 | Total: 0 | Total: 7 |
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| **Area 6**<br><br>**A**<br><br>**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: 1 | Total: 5 | Total: 2 | Total: 0 | Total: 4 |
| **B** | Students assume responsibility for the participation of most students in the discussion. | Teachers assumes responsibility for the discussion which includes most students. | There is some attempt by the teacher to initiate student discussion and student participation. | There is little to no student discussion even though the opportunity is there. | This criterion was not observed or rated. |
| | Total: 2 | Total: 8 | Total: 2 | Total: 0 | Total: 0 |

# CLASSROOM OBSERVATION TOTALS

## II. Classroom Instruction (continued)

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 7**<br><br>**A**<br><br>**Engaging Students in Learning** | 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: 2 | Total: 9 | Total: 1 | Total: 0 | Total: 0 |
| **B** | Students make contributions to the representation of content. | There are appropriate activities, 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: 2 | Total: 10 | Total: 0 | Total: 0 | Total: 0 |

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 8**<br><br>**A** | 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: 7 | Total: 0 | Total: 0 | Total: 4 |
| **Using Formative Assessment in Instruction**<br><br>**B** | 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: 0 | Total: 7 | Total: 0 | Total: 0 | Total: 5 |

Additional information about the classroom observations shared here
when applicable

- In one high school classroom, the teacher mislabeled the objective on the board, providing instructions rather than a learning objective. The teacher did display the personal progress checklist excel sheet on the projector for students to track the standards learned and encouraged students to display their personal progress checklist excel sheet on their laptops. The teacher discussed the standards learned thus far, and students checked them off.

- In one high school classroom, the learning goals/targets were not visible in the classroom.

- It was observed in one high school classroom, the teacher interacted with a small group of students regarding the assigned activity. Students were engaged in small groups at tables. Students used their laptops to conduct research for a larger project. The project was displayed on the whiteboard along with the timeline for completion. Students were on-task and interacted with their peers as they accomplished the task.

- A middle school classroom provided multiple opportunities for students to engage in discourse with their peers. The teacher moved around the room deliberately to listen to student conversations and ensure that all individuals were on-task.

- In two middle school classrooms, whole group instruction was the primary mode of instruction observed. For the most part, students appeared engaged and were participating. Routines and procedures appeared to be well-established as students were prepared to participate either by raising their hands or through prompted choral responses.

- In two classrooms, typos were observed in instructional materials that were content specific (leaves for a science lesson on photosynthesis; vegetation for social studies lesson on climate and geography).

- A middle school math classroom offered students multiple avenues for them to solve problems (tactile, verbal, social) posed to the class. Additionally, higher order questions were asked of students in an effort to ensure mastery, and students were asked to justify responses.

- Multiple classrooms were observed to have clear procedures to transition between different phases of the lesson (e.g. whole group instruction to individual work time).

# 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 |
|---|---|---|
| 1a | The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.<br><br>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated. | Equipo Academy implements vetted curricular materials to align with the NVACS. Equipo Academy follows the Understanding by Design framework for instructional planning and decision-making. the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Catapult Evaluate, as well as internal writing and college access benchmarks to monitor students' progress goals. Equipo students have an advisory period, providing each student small group interactions with a teacher who knows them and their family. The advisory period uses an AVID curriculum for instructional lessons and routines. |
| 1b | The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements | Equipo Academy recruits staff through the UNLV, UNR, NSC, and Teach For America alumni networks. There is a full time on-staff special education coordinator. |

| Measure | Description | Evidence Collected |
|---|---|---|
| 1c | The school protects the rights of students with disabilities.<br>Examples:<br>A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.<br><br>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals. | Equipo Academy employs an on-site special education coordinator along with a cadre of service providers that review and audit special education records and services. This team provides feedback to school leadership.<br>Teachers and Advisors participate in IEP meetings and do. Updated IEP documents are then distributed to all staff through Infinite Campus. |
| 1d | The school protects the rights of ELL students.<br>Examples:<br>A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content.<br><br>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)<br><br>A description of how EL student progress within the four domains is monitored. | Equipo Academy utilizes the SIOP model for instructional training on high-quality sheltered instructional strategies. |

| Measure | Description | Evidence Collected |
|---|---|---|
| 3a | The school complies with governance requirements.<br>Examples:<br>Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings. | Equipo Academy is an independent public school and does not operate under or with an Education Service Provider. The Governing Body has completed trainings on OML, governance, vision and goal-setting and all active board members have signed conflict of interest statements and board member oaths. The governing body calendar and membership is posted to Epicenter annually on its approval. |
| 4a | The school protects the rights of all students.<br>Examples:<br>Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information. | Equipo Academy publishes an annual lottery handbook available to all students and staff. The handbook is updated annually to reflect changing needs and circumstances. The handbook is currently under review to prioritize students from Futuro Academy and their siblings. Equipo Academy follows the restorative justice model outlined in its charter The restorative justice model includes proactive advisory and character instruction, progressive classroom discipline, and restorative justice procedures for major discipline.<br>The Dean of Students and Diversity, Equity and Inclusion (DEI) Coordinator team to address the question of restorative justice in a DEI context. Equipo Academy maintains an active Title IX process and trains students on these rights and on the use of SafeVoice for anonymous reporting of bullying and other safety concerns. |

| Measure | Description | Evidence Collected |
|---------|-------------|--------------------|
| 5b | The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services. | Equipo Academy contracts with a licensed school nurse and maintains an on-campus FASA at all times. These and other staff members have led school operations with no on-campus infections of COVID-19 traced or reported since the pandemic began. Equipo Academy works directly with community restaurants offering a universal meal program for all children and families. |

## Measures of Progress from Previous Site Evaluations

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

| | |
|---|---|
| School staff ability to address previous recommendations | 1. The Board needs to participate in formal governance training by June 30, 2019.<br>2. Increase rigor and higher-level questioning.<br>3. Improve the school leader's development and develop capacity with staff. |
| Evidence the school can provide to support the implementation of previous recommendations. | 1. According to the school, board training was completed on Open Meeting Law, Governance, and Vision work. SPCSA staff noted that this occurred as a result of the 2019 site evaluation.<br>2. Peer coaches and regular meetings to discuss planning, instruction and assessment have provided a beginning point for increasing rigor and higher-level questioning during instructional time.<br>3. ESSER funding has provided lines for a special education coordinator, an emergent bilingual director, as well as a school social worker. There is also a DEI coordinator on staff. |
| The reasons school will require additional time to fully address the recommended items. | 1. Formal governance training will be an on-going charge given the addition of new members and the term limits on older members. SPCSA staff notes that new legislation will require more formal and regular board training and looks forward to working with Equipo for upcoming governance training.<br>2. Instructional gaps widened during the COVID-19 pandemic. School closures and transitioning to hybrid instruction revealed gaps in knowledge and ability to navigate schooling in an on-line environment. Social, emotional skills have been highlighted due to the limitations of virtual community-building. Students, faculty and staff are less connected with families when students are removed from the day-to-day routine of face-to-face instruction.<br>3. Equipo Academy cites the hiring of specialists for the student service needs in special education, bilingual and emergent English, social work, and counseling. Equipo did not directly address the previous recommendation "for delegation of responsibilities and growing the capacity and leadership skills of other staff members". The leadership team pointed to the COVID-19 pandemic as contributing to ongoing challenges related to organizational structure and follow through. |

# SITE EVALUATION FINDINGS

## STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. SPCSA staff observed a positive and conducive learning environment provided in all classrooms, and at the school level.  According to the Classroom Observation rubric, all observed classrooms were rated as 'Proficient' or 'Distinguished' as noted on page 13 of this report.  Classroom interactions, both student to student and teacher to student, were warm and routines and procedures seemed well-established.  Interactions at Equipo Academy reflected a strong school culture, and this was perhaps best encapsulated by the student-led assembly at the start of the evaluation day.  The school community should celebrate this asset.

2. Student engagement levels throughout classroom observations were observed to be high, with all but one classroom scoring in the 'Proficient' or 'Distinguished' level.  As noted in the rubric, these ratings describe classrooms and lessons that have strong pacing and are structured in a manner that engrosses students in the content.  Equipo Academy should be commended for maintaining these levels of engagement given the ongoing COVID-19 pandemic, and work to ensure these levels are maintained.

3. Equipo Academy serves a diverse student population that is representative of the community it primarily services.  According to the most recent Validation Day numbers, over 95% of the school's students qualify for free or reduced-price lunch, and over 30% of the student body is an identified English Language Learner.  Additionally, over 95% of students identify as Hispanic/Latino.  The SPCSA strives to increase the diversity of students served by sponsored schools and is committed to serving a population that is representative of the state regarding race/ethnicity as noted in the current strategic plan. Equipo Academy is a strong example of doing this work well, especially when compared to the local school district, SPCSA and the state of Nevada averages.

4. As previously noted in the focus group section, Equipo Academy has been able to retain nearly all staff over the last several years despite numerous challenges stemming from the COVID-19 pandemic.  Additionally, SPCSA staff noted that there is a great deal of staff diversity.  Research indicates that students taught by teachers who share their identifies and look like them benefit both academically and emotionally.  This is a strength of the school, and Equipo Academy should continue to identify ways in which this staff makeup can be maintained.

5. SPCSA staff agrees with the school's own assessment that the operations and logistics at Equipo Academy through COVID-19 pandemic have been a strength of the school since March 2020.  The school has taken steps to offer a safe, hybrid model for learning for which students and families expressed their gratitude during focus groups.  Additionally, the school has worked diligently to offer resources such as food and the necessary technology to students so that learning can continue outside of the facility.  Families expressed their appreciation for the communication from the school during this tumultuous time.

## STRENGTHS

6. Equipo Academy has engaged in difficult conversations with its staff and community regarding diversity, equity and inclusion, specifically through the lens of examining the school's roles and responsibilities. School leadership has embraced this opportunity to reflect with school staff, and this has created a sense of comfortability among staff to express their feelings, as well as engage with others in solution-oriented discussions. Staff expressed a sincere appreciation for the school leadership's willingness to engage in this difficult work, noting that a committee has been created, and recognizing that it will take significant time to create sustainable change. SPCSA staff applauds this bold initiative and encourages the school and broader community to continue this engagement. Additionally, Equipo Academy is encouraged to share out findings and takeaways of these conversations.

## 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. As presented during the leadership focus groups, the ongoing COVID-19 pandemic has resulted in greater instructional gaps for Equipo students. Many students returning to the classroom are behind academically. The school is also serving students that may not have experienced any form of traditional schooling during the 2020 – 2021 academic year. Overall, these realities, coupled with a return to full-time in-person instruction this year, present real challenges.

2. The school reported experiencing culture gaps as a result of the limitation of virtual and hybrid instruction over the past 18 months. For a brick-and-mortar school, it is exceedingly difficult to maintain a strong school culture through remote instruction. SPCSA staff believes that Equipo has a strong, positive school culture but recognizes that that the COVID-19 pandemic negatively impacted the school's ability to maintain the desired level of school culture.

3. Staff and student expressed their concerns related to discipline and behavior challenges at the school. Equipo staff expressed concerns that some student discipline concerns have presented challenges, and that they would like to see the school administration work to ensure that disciplinary action is even-handed. Additionally, students reported that there have been ongoing challenges with student misbehavior that can negatively impact their perception of the school. While the self-reported suspension data is low for Equipo, feedback from multiple stakeholder groups indicate that student behavior presents some challenges.

# RECOMMENDATIONS

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

1. Consider pursuing MTSS grant[5] in an upcoming application cycle through the SPCSA.  During the staff focus group, Equipo team members expressed an appreciation for the school's restorative justice practices but did articulate some concerns about students that may be continually trapped in the intervention ladder and might benefit from a different approach.  Staff also reported that after submitting a behavior referral, they were not always notified of the outcomes.  Due to these concerns, staff questioned if behavior issues are being addressed. The Equipo Academy community might benefit from an MTSS grant so as to address these concerns.  Additionally, and as previously noted, behavior concerns surfaced during the student focus groups.  Parents also expressed a desire for more supervision in high-traffic areas at the school during that focus group.  An MTSS grant would provide opportunities for the school to review the behavior referral process to ensure outcomes are communicated to identified stakeholders. This includes instances of cyberbullying which were mentioned during the student focus group, as well as the perceived behavior issues.  It may also provide an avenue for Equipo Academy to address the perceived safety concerns at the school by parents and other adults.

2. As discussed during the leadership focus group, SPCSA staff has ongoing compliance concerns related to the timely submission of required documentation by Equipo Academy.  These concerns were amplified by remarks during the leadership focus group.  To be clear, Equipo has earned high marks under the Organizational Performance Framework in recent years, but updates to the framework now consider timely submissions in key categories starting in FY22.  Because the school may seek expansion in the months ahead, it is critical that Equipo demonstrate it can meet important statutory deadlines consistently and place a higher priority on submitting required paperwork in a timely manner.  SPCSA staff recommends that the administration, with the help of the governing board, explore ways to increase the school's awareness and capacity to fulfill these requirements in a timely manner.  This will put Equipo in the best position when it seeks approval for any contemplated expansion as early as the 2023 – 24 school year.  Additionally, the school may benefit from speaking with other schools that are similar in size and student demographics to learn how these concerns have been avoided at comparable schools also sponsored by the SPCSA.

3. Multiple members of the staff focus group stated that the teacher observation and evaluation process can be strengthened, specifically in terms of the timeliness of the feedback provided to teachers.  Overall, Equipo staff expressed a strong desire to be evaluated regularly by instructional coaches and the administration.  This signals an eagerness for feedback and improvement and provides administration with a great opportunity to further develop the observation and evaluation process given staff's enthusiasm to participate.  Equipo Academy should pursue a more structured process so that instructional feedback for teachers is more timely and impactful.

4. Students shared that both they and their peers would benefit from a stronger understanding of high school graduation requirements.  During the student focus group, multiple high school students expressed frustration that it is not always clear to them what courses and requirements must be met and/or completed in order to earn a high school diploma, and that in their eyes, not all Equipo staff are prepared to advise them of these requirements. SPCSA staff recommends that Equipo review current communication and available supports for students to ensure all high school graduation

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[5] The competitive MTSS grant includes a review of charter school compliance. Equipo Academy should ensure that referenced compliance concerns in this report are addressed prior to the time of application.

requirements are met.  This may help students and staff increase their understanding of these important benchmarks as well as prevent concerns from future high school students.

5.  During the board focus group, members expressed a sincere appreciation for the ongoing work of the administration, particularly through the COVID-19 pandemic.  Board members also pointed to committee meetings as a key lever in their oversight responsibilities, but shared with SPCSA staff that these are not publicly noticed.  Generally, two or more board members in any group that makes recommendations to the full governing board is subject to the Open Meeting Law (OML).  SPCSA staff is pleased that Equipo Academy has established board committees, but recommends that the school publicly notice these meetings and/or consult with the school's attorney to ensure compliance with OML.

## DEFICIENCIES

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