



Nevada State Public Charter School Authority

Site Evaluation Report: **Equipo Academy** Evaluation Date: 2/21/2024

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Appendices

A: Nevada School 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 2/21/2024 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 that 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 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 SPCA uses the established criteria regularly to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

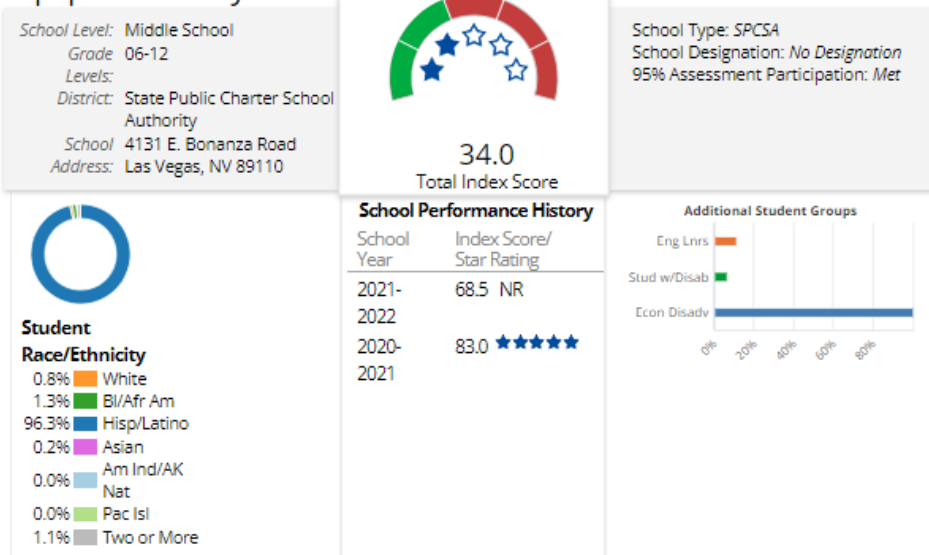
Equipo Academy is located in Las Vegas, Nevada in a facility at 4131 E. Bonanza Road. The school serves 855 students (as of the most recent Validation Day) in sixth through 12th grade. The mission of Equipo Academy is: "to empower future first-generation college students to meet high expectations, excel to and through college, and become transformational leaders within their community."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

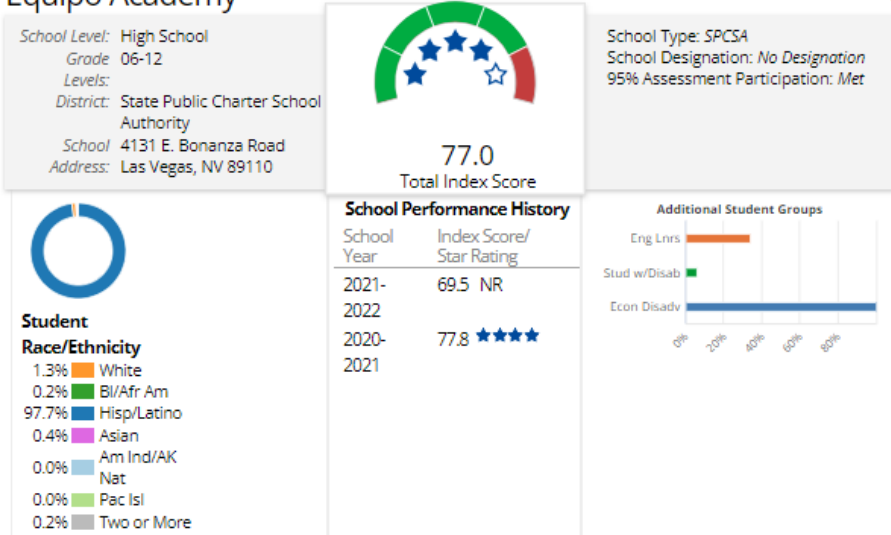
Middle School Equipo Academy

School Year 2022-2023 Nevada School Rating



High School Equipo Academy

School Year 2022-2023 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2023

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	10.6	38.5	42.7	16.7	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	11.0	28.3	36.2	16.2	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	10.7	21.5	28	10.6	20.1	24.2
English Learners Current	5.5	6.5	-	6.3	7.6	-
Economically Disadvantaged	10.6	24.9	36.1	16.7	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	29.6	53.4	58.6	39.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	29.7	44.8	50.5	39.4	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	12.5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	20.6	34.0	31.7	34.0	38.8	28.1
English Learners Current	14.6	12.0	-	16.4	16.7	-
Economically Disadvantaged	29.7	40.8	49.8	39.6	45.9	47.1

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	Math Proficient Points Earned: 2.5/10			
			2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	14.0	25.7	39.38	6.7	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96
Asian	-	50.2	55.12	-	55.1	52.76
Black/African American	-	11.0	26.37	-	10.2	22.5
Hispanic/Latino	13.2	16.0	30.44	5.9	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	-	35.5	43.1	-	31.9	40.11
White/Caucasian	-	33.6	49.68	-	33.8	47.04
Special Education	-	6.2	20.93	-	6.6	16.76
English Learners Current + Former	7.6	<5	22.86	<5	<5	18.8
English Learners Current	7.6	<5	20.23	<5	<5	16.04
Economically Disadvantaged	14.1	14.5	31.41	6.7	14.6	27.8

ELA Proficient

Groups	2023 %	2023 % District	ELA Proficient Points Earned: 3/10			
			2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	30.6	54.0	53.55	38.4	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92
Asian	-	75.2	68.51	-	78.7	66.85
Black/African American	-	34.6	38.08	-	40.6	34.82
Hispanic/Latino	30.2	43.8	42.69	38.6	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	-	65.5	62.16	-	60.5	60.16
White/Caucasian	-	64.6	65.93	-	65.7	64.14
Special Education	-	19.2	23.93	-	16.5	19.92
English Learners Current + Former	7.6	10.9	25.56	<5	12.5	21.64
English Learners Current	7.6	6.0	20.18	<5	9.2	15.98
Economically Disadvantaged	30.9	41.8	43.73	38.4	43.4	40.77

SPCSA Academic Performance Framework Geographic Comparison Report

Middle School

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

10/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -6.5 between school (34 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

10/15 NSPF score difference of 15 between school (34 points) and comparison school (19 points).

High School

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

22/25 15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

7/10 NSPF score difference of 17.4 between school (77 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 47.5 between school (77 points) and comparison school (29.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Middle School

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

11/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district Gr6-8 FRL rate of $>95.0\%$.

2/5 School IEP rate of ≥ 5 to $<10\%$ compared to district Gr6-8 IEP rate of 12.6%.

4/5 School EL rate of ≥ 10 to $<15\%$ compared to district Gr6-8 EL rate of 13.8%.

High School

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

13/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district Gr9-12 FRL rate of $>95.0\%$.

3/5 School IEP rate of ≥ 5 to $<10\%$ compared to district Gr9-12 IEP rate of 10.4%.

5/5 School EL rate of ≥ 30 to $<35\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	45 minutes
Students	11	30 minutes
School Leadership	9	30 minutes
Staff	9	30 minutes

Governing Board¹:

- Two of the seven board members met for the focus group on the day of the site evaluation. Members said there have been some changes to the board recently. One long-term member rendered his resignation at the previous board meeting. A new person has been added to the governing board who is the parent representative for the board. Board members reported that there are several areas of background expertise on the current board. These include those with educational backgrounds, human resources, an alumnus of the school, and a person with expertise in law enforcement.
- According to board members, the school principal maintains strong communication with the board and provides updates regarding academics at each meeting. One board member said the principal is highly concerned about the academic levels of students at the middle school level. One board member stated, “The school wants to get academics back on track and to achieve the levels held before COVID, which were 5-star levels.”
- Board members were asked about an ongoing recommendation from the SPCSA that the school fulfill the requirements of all SPCSA schools to submit documentation into Epicenter² and follow through on time-bound items such as those required for grant submissions and site evaluations. Board members stated that the current school leader who is stepping down would like to see the incoming principal who has been selected, be free of this duty. The current school leader has suggested that the new school leader put their focus on instructional leadership rather than completing these routine data submission tasks. ³
- Focus group members from the board emphasized that the central attention for them and the school is to improve the academic outcomes of students. They shared that once this is completed, they may look to use the newly purchased building, currently housing sixth grade to expand to include additional extracurricular activities to boost students’ resumes for college. One board member stated, “We are pausing with this initiative until academics are back on track at both the middle and high school levels. We may reconvene on expanding lower grade levels at the elementary level once the 5-star status transpires.”

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

² Epicenter is a web-based performance management system used by the State Public Charter School Authority to streamline the collection of routine state and charter authority documentation for board governance, and school compliance.

³ See page 22 and 24 of this report. This item is listed as an ongoing challenge and a Strong Recommendation has been issued.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Eight family members met for the parent focus group and spoke about strengths at Equipo Academy. One parent said the school guides students to have the younger and older students work together. Another parent commented that when issues arise, they are taken seriously and addressed in a short amount of time. Several family members said communication between themselves and school staff is strong. One person commented, "I get communication every day about behavior and academics and it helps that the teachers care about my child." A second parent added, "The teachers put the students on a plan of improvement when their grade is in jeopardy. The encouragement my student receives to make plans beyond high school is exciting for both my son and our family."
- Family members said their children are thriving academically at Equipo Academy. Families explained that their children are excited to improve their grades and eager to go to Saturday school. Saturday school is offered to students as a way to attend school on Saturdays for a brief time. One parent said, "They wake up, get dressed, and are out the door because they want to do better. I don't have to prod them. They tell me, 'I want to raise my grades and I want to do better. I have plans for the future.'"
- Family members were appreciative of the Special Education program at Equipo. One family member stated, "My child has grown academically and is reading now. He goes to the library and selects his books. He receives strong attention from his teachers and I am so thankful." Another family member added, "My child with special needs has grown here at Equipo academically and blossomed socially and emotionally."
- Parents had some suggestions for overall school improvement. Some family members expressed that they think the school day is too long with a dismissal time at 4:00 pm; it is difficult for a student to get a part-time job. Other families would like to see more opportunities for students to participate in sports and for the school to provide a soccer field and gym for basketball and volleyball. Parents would like their children to have additional extracurriculars, such as music and art, to expand the overall high school experience. One family member said she would like to see higher levels of security at the school and more staff to monitor student behavior in the hallways and common areas. Another family member would like a traffic light due to traffic concerns and traffic flow patterns within the entryway and exit of the school. One parent pointed out, "I think we need a crosswalk closer to the entrance of the school because the current crosswalk is further down the street, and it causes a jam of pedestrians and cars."
- When asked about what type of events families take part in at Equipo, family members said there are events where they get to know the teachers and develop relationships with them. Several family members said they volunteer to work and attend sporting events, such as girls' volleyball and basketball. One family member said she assists with food events and celebrations. Parents said the school holds meetings for families to talk about school events. Families said they are encouraged to voice concerns to leadership.

FOCUS GROUP SUMMARY continued

Students:

- Eleven students met for thirty minutes to discuss Equipo Academy. Students reported that they enjoy attending school. Students were appreciative of teachers and explained teachers try hard to make students feel comfortable and safe. One student said, “Almost every class I attend is fun, and teachers check on us to see if we need a moment to calm ourselves or to mentally engage with what we are learning.” Students said teachers treat each student fairly and are not biased. A student said, “Teachers don’t show favoritism and hold all students accountable. If a student acts out, teachers don’t take it out on the whole class.” Participants said they have siblings and cousins who attend Equipo. According to students, families are involved in school-sponsored events such as the Fall Carnival. One student shared, “The midnight barbeque is pretty cool!”
- Students were asked to explain how the school supports them in determining the next steps after high school graduation. One student said he has already started thinking about going to college. Another student said he wanted to earn money to help out his mom and intends to play soccer while attending college. A student commented, “We have discussions where we are asked if we think we are going to attend college, in-state or out-of-state.” High schoolers said they receive assistance in looking at their current credits to monitor if they are on track to graduate. A senior explained, “We complete college applications, create resumes, research colleges, and complete the FAFSA⁴ as well as apply for scholarships during the senior seminar”.
- Tutoring and Saturday school is provided to students. One student said, “You can go to tutoring on Thursdays or after school as long as the teacher you want to see is there. We can improve our grades by doing other assignments or retaking a test during the advisory period.”

Leadership:

- Nine members of the Equipo leadership team met to share information. According to the leaders, some challenges mentioned during the previous site evaluation remain in place. Challenges include gaps in proficiency levels, the need to rebuild a stronger culture, and increased ability to affect change for students needing support beyond traditional restorative justice.
- The school leader said that Equipo launched a Radical Elevation partnership with the Las Vegas Police Department gang unit, banned cellphone use on campus, and revised the advisory assignment process. In addition, the school leader provided whole team meeting lessons on taking control for students' lives. Leadership referred to these whole school meetings as “Whole Team Meetings” where the school leader shares data with students and encourages the students and staff to meet goals to improve academic and behavioral outcomes.
- A leadership representative shared information about Equipo’s strong levels of school attendance. One school leader explained Equipo ensures that students and parents understand that regular attendance leads to academic success. She remarked, “We have been successful using consistent communication, one-on-one meetings, and parent workshops. Our attendance team and family service team work together to help students and parents build strong habits and routines for regular attendance.” Another school leader added, “When a student is absent, we notify parents by calling them in person and I believe this makes a big difference.”

⁴ FAFSA is the application for Federal Student Aide students must complete to be considered for student aide at the college level.

FOCUS GROUP SUMMARY continued

- School leaders said they are proud of the teamwork at Equipo. One person said, “The whole leadership team jumps in and works together to complete all things necessary. I never feel like I have to solve a problem by myself. The commitment to students on the leadership team is a priority.” The current school principal will be changing his role to lead a non-profit associated with Equipo. His replacement has been selected from within the school. The leaders said that the school conducted several focus groups of families, students, and staff to make a solid choice.
- During the last site evaluation, SPCSA staff recommended that the administration, with the help of the governing board, explore ways to increase the school’s awareness and capacity to fulfill the requirements of all SPCSA schools such as submitting required documentation to Epicenter which is SPCSA’s digital platform for electronic submission of legally required documentation. When the school leader was asked about the current status of this recommendation, he remarked, “When you work in a Title I⁵ school, a student who has a crisis is more important to address than a compliance issue. There are multiple rejections and the reason for the rejection is not always clear. We understand why certain things are supposed to be legally submitted, but why do we need to submit other items? We have delegated these tasks and hired people to focus just on submitting items to Epicenter, but they have quit. It’s not an inspiring role.”

Staff:

- Nine members of the Equipo staff participated in the focus group. Staff said the weekly professional development sessions are refreshing compared to other schools where professional learning takes place about once per month. One teacher said she earned her bachelor’s degree and is now working on her master’s. One educator remarked, “I like having the autonomy to do what I want in my classroom and I’m given so much to meet the needs of my students. There is so much more freedom and less red tape here at Equipo.” Another teacher said, “I started a robotics team, and liked it because even though we don’t have many resources like other schools, we still competed and did very well.” A third teacher explained, “I have been able to create internships for my students for finance in the non-profit sector and I feel great about that.”
- Staff were asked to describe their perspectives on discipline policies at Equipo. One teacher said restorative justice practices are not as reflective as they could be. Another teacher remarked, “The discipline practices are lackadaisical, and kids know they can get away with things and they won’t get expelled.” Another teacher said, “Students are not expected to apologize for offensive behavior or remarks made against the teachers, and I find this frustrating! I would like to see students take ownership of their remarks, even if it is a difficult conversation.” A third teacher remarked, “I feel I have to agree with the consequences given to students even if I don’t agree just to keep my job.” A few staff members suggested that school leaders take a course on restorative justice practices so that a proven and researched version of restorative justice may be implemented. Teachers suggested the school address racial discrimination more closely. One teacher suggested the school create a more consistent pattern of restorative justice by keeping staff in the loop when a student has been directly responsible to a teacher for racial name-calling or serious misconduct.

⁵ Title I is a federally funded program authorized under the Elementary and Secondary Education Act of 1965 which provides financial assistance to local education agencies with high percentages of children from low-income families to help ensure they meet challenging academic standards.

FOCUS GROUP SUMMARY continued

- Several teachers spoke about the positive aspect of having the sixth-grade students in a building by themselves. One teacher remarked, “This is the first year we have had a sixth-grade dedicated building, and keeping these students separated seems to be a school within a school. The overall feeling in the sixth-grade building is positive and seems great for students and staff.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 24 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 2	Total: 20	Total: 1	Total: 0	Total: 1
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
Total: 5	Total: 17	Total: 1	Total: 0	Total: 1	

Classroom Instruction					
	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 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 of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 17	Total: 1	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 10	Total: 13	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	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: 0	Total: 19	Total: 2	Total: 0	Total: 3
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 6	Total: 12	Total: 2	Total: 0	Total: 4

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 3	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 20	Total: 2	Total: 0	Total: 1

1. Students began a high school English class answering questions about the opening scene of *Macbeth* on their laptops. Students then volunteered to read their responses aloud to the class. The teacher encouraged students to suggest ways in which they could use academic vocabulary to revise their thoughts. Students then compared and contrasted the opening of *Macbeth* to five other opening scenes of Shakespeare's plays.
2. Students participated in a laptop simulation of the Great Depression. Students analyzed the causes of the Great Depression based on the choices they made. Students took notes as they proceeded. The teacher walked the room checking in with students and their progress. Students were highly engaged with the activity and excited to share their choices and the outcomes.
3. This was a high school math class. Students all sat looking forward at the projected screen, where the teacher drew and explained as students followed along. Students were highly engaged at this time.
4. This was a high school-level science class. Students are studying how high a ball bounces in small groups. Each member of the group has a different job. The class calculated the average height and then made a hypothesis regarding how their prototype would get more bounce. The teacher gave students opportunities to discuss in groups and then brought them together to review full class information. She kept students engaged and focused throughout all steps of the process.
5. This was a high school English language arts class. Students viewed a movie. They stopped and spoke about the mood. The teacher encourages students to use strong descriptive words to describe it. Some students verbally shared their words and explained why. The teacher provided feedback. The teacher is looking for precise language.
6. This was a high school science classroom. Students were working in groups on a worksheet. They had an opportunity to work within their small groups and then reviewed the information as a whole class afterward. The teacher called on students and walked them through the information. She ensured students were engaged and participating as they went through the assignment.
7. This was a high school math class, focused on algebra. The teacher-guided students through several problems, modeling how to solve. Students wrote mathematical expressions following along as the instructor wrote using a projector. Students had opportunities to speak with a table partner as they completed their work. Students also volunteered to share their answers with their class. Most, if not all, of the students raised their hands to explain their thinking, step by step, describing their thinking in creating the mathematical expression. The teacher asked students several questions throughout the process, which they were mainly able to answer.
8. This was a high school social studies class. Students were reviewing the causes of the Great Depression. The teacher had students speak to one another after she explained and let students know they would need to have the information on Friday. One student was unengaged. The teacher asked him his thoughts about the topic. Then asked the student to walk a lap and come back ready to learn and pay attention.
9. This was a middle school English language arts classroom. The teacher began by reviewing the objective of the lesson with students. The students used their iPads to follow along with the teacher. She then reviewed vocabulary with students and had them practice using the words.
10. In one middle school English class, students were reading a novel as a whole class. The teacher beamed the passages on the whiteboard and asked students to read aloud passages. Students could follow along on their tablets. Students were asked to highlight details regarding character changes. The teacher moved about the room, managing the space well, and asked a variety of high and low-level questions. Students were often off task, giggling, chatting with each other, and creating distractions. The teacher was calm and redirected behaviors as quickly as they emerged. However, students seemed determined to remain off task.
11. This was a middle school advisory class. Students were reviewing the school's model and purpose in preparation for being in high school. The lesson included a review of graduation requirements. The teacher shared the information in both English and Spanish to ensure student engagement.
12. Students completed the Pacer Test. The instructor prepared the students by letting them know the three top scores for the males and the females would be recorded and posted on the wall. The rubric for the Pacer test was provided to the students on the whiteboard before the students left the classroom and went to the field.
13. This was a middle school science classroom. The teacher began the class by playing hangman with previous vocabulary. Two students were translating for another student and helping him get situated in the class. Students traveled outside to write qualitative observations to predict the weather.
14. Students wrote mathematical expressions following allowing as the instructor wrote using a projector. Students had opportunities to speak with a table partner as they completed their work. Students also volunteered to share their answers with their class. Most if not all of the students raised their hands to explain their thinking, step by step, describing their thinking in creating the mathematical expression.
15. One middle school teacher worked with a small group of students as the rest of the class began writing.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Equipo Academy implements curricular materials to align with the Nevada Academic Content Standards.</p> <p>Equipo students have an advisory period, providing each student with small group interactions with a teacher. Equipo Academy employs an on-site special education coordinator along with service providers who review and audit special education records and services. This team provides feedback to school leadership. Teachers and Advisors participate in Individual Education Plan (IEP) meetings. Updated IEP documents are available to staff through Infinite Campus .</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider.</p>	<p>Equipo Academy does not operate with oversight from an Education Service Provider.</p> <p>The Governing Body has completed training on Open Meeting Law governance, vision, and goal setting. All of the active board members have signed conflict of interest statements and board member oaths. The governing body calendar and membership are posted to Epicenter annually.</p>

<p>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>The site evaluation team observed student and staff records being maintained under lock and key and stored appropriately</p>
<p>Indicator 5: School Environment</p>	<p>Measure 5b: Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged Active permit for food service (if applicable) Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</p>	<p>All classrooms were observed to have evaluation plans posted.</p> <p>A set of updated and tagged fire extinguishers exist throughout the school.</p> <p>The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.</p>

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.

<p>Summary of recommendations from most recent site evaluation</p>	<ul style="list-style-type: none"> • Pursue an MTSS grant in an upcoming application cycle through the SPCSA. During the staff focus group, Equipo team members reported that after submitting a behavior referral, they were not always notified of the outcomes. Due to these concerns, staff questioned if behavior issues were being addressed. 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. • 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. Equipo must demonstrate it can meet important statutory deadlines consistently and place a higher priority on submitting required paperwork promptly. 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 on time. • 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. Equipo Academy should pursue a more structured process so that instructional feedback for teachers is timelier and more impactful. • 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 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 support for students to ensure all high school graduation requirements are met. • Board members pointed to committee meetings as a key lever in their oversight responsibilities, but shared with SPCSA staff that these are not publicly noticed. SPCSA staff recommends that the school publicly provide notice of these meetings and/or consult with the school’s attorney to ensure compliance.
<p>School Assessment of progress made against recommendations</p>	<ul style="list-style-type: none"> • To address uniquely challenging students and families in the restorative justice process, the school reports they have launched a Radical Elevation partnership banning cellphones on campus, created a partnership with the Las Vegas Police Department gang unit, revised the advisory assignment process, and introduced the principal’s lessons on taking control. • On Compliance Reports, the school reported expanding staffing to support the compliance-related items that all charters must meet. The school leader stated that “When you work in a Title I school, a student who has a crisis is more important to address than a compliance issue. There are multiple rejections and the reason for the rejection is not always clear. We understand why certain things are supposed to be legally submitted, but why do we need to submit other items? We have delegated these tasks and hired people to focus just on submitting items to Epicenter, but they have quit. It’s not an inspiring role.”

	<ul style="list-style-type: none"> • To address teacher observational feedback, the school reports they have expanded instructional coaching assignments to ensure every single teacher has an instructional coach with a weekly observation and feedback cycle developed teacher snapshot reports for NEPF and data-based feedback, and continued and expanded the Master Teacher Cohort. • To address clarity on graduation requirements, the school reports that they added computer-generated credit recommendations to report cards and more feedback to weekly progress reports, individual check-ins with the Director of College Access for 11th-12th grades, and stricter enforcement of credits needed for promotion in 9th and 10th to ensure students are fully on-track before promoting. • To address the governing board committee meeting compliance, the school reports they are building the next generation of the board membership and have not been using board committee meetings.
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<ul style="list-style-type: none"> • Equipo was not successful in pursuing the MTSS grant through the SPCSA. The application was submitted late to SPCSA. SPCSA notes the banning of cellphones on campus, partnership with the Las Vegas gang unit, revised advisory process, and principal's lessons on taking control. The Equipo staff, both during this site evaluation and the previous site evaluation, continue to report that after submitting a behavior referral, they were not always notified of the outcomes. Staff continued to question if behavior issues were being addressed. Additionally, and as previously noted on the last two site evaluation reports, 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. See the Strong Recommendation section for more information. • Equipo has communicated with the SPCSA and other schools about their challenge to meet submission and compliance documents. The SPCSA finds that Equipo continues to miss key submission deadlines to Epicenter and the site evaluation team in a professional and timely manner. This is an expectation of all SPCSA schools and is not unique to Equipo Academy. This is the second time this recommendation has been suggested. See Strong Recommendation for more information. • It was confirmed both during the leadership focus group and the staff focus group that Equipo has set up a weekly observation and feedback loop to teachers to better address staff request for observational feedback. This recommendation has been fully implemented. • The SPCSA notes that Equipo has added computer-generated credit recommendations to report cards and more feedback to weekly progress reports, individual check-ins with Director of College Access for 11th-12th grades as observed and discussed during the student, staff, and parent, and leadership focus groups. This recommendation has been fully implemented. • SPCSA staff notes that Equipo no longer holds board committee meetings as discussed during the board focus group. There is no longer a need for this recommendation.

SITE EVALUATION FINDINGS

STRENGTHS

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

- **One Hundred Percent Graduation Rate**

One of the strengths to be celebrated and acknowledged at Equipo Academy High School is the 100% graduation rate for the 2022-2023 school year. This is a testament to the mission and vision of the school. The unwavering passion and support of families as well as the exceptional commitment of the educators and staff at Equipo are to be commended. For students, the culmination of years of hard work, perseverance, and a shared vision of success was necessary for this major accomplishment to transpire.

- **High levels of college acceptance**

To add to the strengths of Equipo Academy, the school has demonstrated high levels of success with students applying to and being accepted into four-year colleges. According to the school, 100% of four-year college applications have been accepted. This was due to several well-designed concepts. One example of this included the implementation of weekly college access lessons. During these lessons, students receive guidance on writing effective and engaging personal statements. Students are guided to research a variety of college majors and determine which college/s to apply to for their plans.

- **Dedicated leadership team**

The leadership team at Equipo is another strength. This school year, like the previous years, was full of urgent challenges and opportunities, especially as recent NSPF (Nevada School Performance Framework) results highlight the lasting impact of the pandemic on student learning. The Equipo school leader has realized that he does not have to solve everything on his own. He has implemented a distributed leadership method where other members of the leadership team work together to share leadership and generate collective solutions that drive effective instruction to higher levels for increased student achievement levels.

- **Very low rates of chronic absenteeism**

Because the levels of chronic absenteeism at Equipo Academy middle and high school are amongst the lowest in the state of Nevada, this is another important strength to highlight and celebrate. The overall chronic absenteeism rate for the 2022-2023 school year is 4.2% at the middle school and 2.9% at the high school. The school maintains a strong pulse on school-level attendance data and takes several proactive measures to educate families on the importance of school attendance and to communicate with students and families should an absence take place. A leadership expert within the area of chronic absenteeism attributes personal phone calls to family members if an absence takes place, setting high expectations with family members and students at the time of enrollment, and being prepared with needed wrap-around services should they be necessary.

- **Sixth-grade emphasis**

The school has placed a deliberate focus on driving instructional and emotional student outcomes to high levels for their incoming students in the sixth grade. The sixth-grade students are housed in a separate building from the other grade levels. The outcome seems to have created a unique and positive experience for sixth-grade students, families, and educators. The SPCSA noted several small group learning sessions, high levels of classroom participation, a display of enthusiasm to learn, and a willingness to take risks with learning on the part of the students.

CHALLENGES

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

- **Rebuilding the governing board**
The Equipo governing board has undergone some recent resignations. Some positions have been filled; however, there is a remaining seat open on the board. The school is challenged to find qualified replacements on the charter governing board.
- **Strong transition of new school leader**
The current, founding school leader has tendered his resignation which will take place at the end of this school year. Although a new school leader has been identified, the transition from one leader to the next is a challenge at Equipo.
- **Rebuilding the previous 5-star rating at both middle and high school**
Equipo is challenged to continue to improve the overall star ratings and achievement levels of students in both the middle and high school levels. The middle school is faced with a more urgent need for improvement in academic achievement levels at this time.
- **The need to cultivate consistent behavior expectations and consequences or restorative practices for students with leadership and staff training in a research-based MTSS program.**
For the second site evaluation in a row, Equipo staff members expressed frustration that student behavioral infractions or the restorative justice practice at the school are a concern. Staff reported during the last site evaluation, they were not always notified of the outcomes after a student broke a rule or incurred an infraction in expected behavior. Additionally, during this site evaluation, a different set of staff members reported student behavior concerns with some staff members stating that students had used derogatory names toward teachers. Staff said these were not handled in a way by which the classroom teacher was made aware of a consequence or offered an apology. This is a challenge that affects both the learning environment of students and the retention of classroom teachers.
- **Submit items in Epicenter and to SPCSA staff on time.**
For the second site evaluation in a row, the school has been unable to prioritize and submit items on time in a consistent fashion to the SPCSA. Items include submitting critical documentation, routine Epicenter submissions, as well as communication-related items.

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.

- **Raise the NSFP star rating to a minimum of a 3-star level at the Middle School**
It is recommended that Equipo continue to raise student achievement levels to at least the 3-star level at the middle school. By improving the levels of social-emotional competence for students, continuing to employ wrap-around services, and focusing on a strong start at the sixth-grade level, it is believed that both the middle and high school star rating levels will improve with time.
- **Fill the open governing board position**
Continue the work on the establishment of bringing on new board members to fill current vacancies. Equipo must fill the remaining open board seat by no later than July 2024. It is further recommended that the board create a pool of possible candidates to fill vacant board seats more quickly by having qualified candidates vetted ahead of time.
- **Provide high levels of support to the new school leader**
Upon the appointment of a new school leader, it is highly recommended that the current leadership team offer their full support to the new leader. The team should also explore ways of maintaining Equipo's strong vision and mission.

STRONG RECOMMENDATIONS

The following Strong Recommendations have been issued to Equipo Academy. As outlined in the Site Evaluation Handbook, the school will be required to complete a site evaluation response plan on the template provided. The plan must be created by the school and approved by the SPCSA. The plan will be reviewed and monitored until the strong recommendation requirement has been fully implemented and sufficient evidence has been provided that the strong recommendation has been fully satisfied.

1. Ensure time-sensitive items are submitted dependably.

Prioritize and oversee school personnel to ensure that time-sensitive items—including routine Epicenter submissions, communication-related items for grant submissions and monitoring, and site evaluation requested documents—are submitted on time. Whether this is completed by the new school leader or by a different member of the staff assigned these duties, Equipo must demonstrate its ability to meet important statutory deadlines and place a higher priority on submitting legally required paperwork promptly, consistently, and dependably. SPCSA staff strongly recommends that the administration, with the assistance of the governing board, explore different strategies to become reliable in this area.

2. Implement a strong research-based method to address student behavior and include staff in the behavioral intervention loop.

Cultivate consistent behavior expectations and methods for restoring the classroom or school when student-level infractions have taken place, especially between students and teachers. This was a recommendation during the previous site evaluation of the 2021-2022 school year and is again a unique and important challenge to overcome, as it can affect the overall school climate and faculty morale. As listed on page 16 and within the staff focus group summary, during the staff focus group, Equipo educators expressed, for the second site evaluation cycle, that after submitting a behavior referral, they were not always notified of the outcomes. Some of the behavioral infractions were reported as verbal abuse toward members of the teaching staff and no apology was offered directly to the teacher after this type of behavioral infraction took place. Due to these concerns, staff questioned if behavior issues were being addressed in the best manner possible. Additionally, and as previously noted, behavior concerns surfaced during the family focus group on page nine of this report. One way of working toward improvement in this area was recommended during the previous site evaluation. See page 14 of this report for the previous recommendation.

DEFICIENCIES

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