STATE PUBLIC CHARTER SCHOOL AUTHORITY

2022 Renewal Report for
Doral Academy of Northern Nevada
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 30, 2022

CHARTER SCHOOL RENEWAL REPORT CONTENTS

1. School Overview
    a. Address
    b. Location
    c. Governing Board Composition
    d. Academic Data Overview
    e. Financial Data Overview
    f. Organizational Data Overview
    g. Enrollment History

2. Summary of Issued Notices and Identified Deficiencies
    a. Academic
    b. Financial
    c. Organizational

3. Summary of the Overall Performance of the Charter School

4. Requirements for the Renewal Application

5. Criteria to be used to make a determination regarding renewal

Appendix A: Nevada School Performance Framework Reports

Appendix B: Site Evaluation Report: December 12, 2019

Appendix C: Site Evaluation Report: December 15, 2021

Appendix D: SPCSA Financial Performance Framework for 2019 – 2020

Appendix E: SPCSA Financial Performance Framework for 2020 – 2021

Appendix F: SPCSA Organizational Performance Framework Results for 2019 - 2020

Appendix G: SPCSA Organizational Performance Framework Results for 2020 - 2021

1. **School Overview**

   a. Addresses:
      i. 3525 Butch Cassidy Drive, Reno NV 89511

   b. County, Campus Locations and Enrollment Caps:
      i. Washoe
      ii. 2022-2023 Enrollment Cap – 950

   c. Governing Board Members
      i. President – Alicia Lerud
      ii. Vice President – Indra Winquest
      iii. Treasurer – Robert Lucey
      iv. Member – Adam Kramer
      v. Member – Danielle Cherry
      vi. Member – Leslie Hermann
      vii. Member – Aaron Grossman
      Board Member information based on Epicenter Board Center

d. Academic Data Overview[1] - NRS 388A.285(1)(a)
The following data were compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the last four years.

Year	NSPF Ratings[2]
2017 – 2018	Elementary School: 5 stars
2018 – 2019	Elementary School: 5 stars Middle School: 5 stars
2019 – 2020	Elementary School: 5 stars Middle School: 5 stars
2020 - 2021	Elementary School: 5 stars Middle School: 5 stars

4-Year Graduation Rate (if applicable)

Class of	Percent of Students Graduating in 4 Years
2017 – 2018	N/A
2018 – 2019	N/A
2019 – 2020	N/A
2020 – 2021	N/A

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.

---

[1] For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

[2] Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

g. Enrollment History
The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0
K	63	100	97	98	100
1	21	104	103	105	104
2	24	74	101	104	103
3	32	77	99	106	104
4	21	78	102	102	108
5	0	76	78	108	108
6	0	58	88	95	123
7	0	59	89	95	91
8	0	0	57	86	84
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	161	626	814	899	925

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	161	4.9	0.0	72.0	16.1	0.0	6.2	0.6	0.0	6.2	*
2018-19	626	5.1	0.6	74.2	12.9	0.3	6.0	0.6	6.5	9.2	*
2019-20	814	5.0	0.2	73.2	13.1	0.3	7.8	0.1	0.0	10.8	*
2020-21	899	4.8	0.6	70.1	14.0	0.2	9.8	0.1	8.3	11.1	*
2021-22	925	4.8	0.3	71.0	14.9	0.1	8.6	0.1	6.4	10.8	*

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8
Washoe County	45.4	13.6	14.1

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Doral Academy of Northern Nevada:

    a. *Academic*
    The Authority Board has not issued any Academic Notices to DANN this charter term.

    b*. Financial*
    The Authority Board has not issued any Financial Notices to DANN this charter term.

    c. *Organizational*
    The Authority Board has not issued any Organizational Notices to DANN this charter term.

    d. *Site Evaluations*
    No deficiencies have been identified during site evaluations of DANN this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. **Summary of the Overall Performance of Doral Academy of Northern Nevada (DANN)**

DANN currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, both elementary school and middle school were rated as a 5-star program.

As noted in the NSPF guidance document, a 5-star elementary school program recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. A copy of the NSPF reports for DANN for the 2018 – 2019 school year is included as Appendix A within this report.

Prior to the 2018– 2019 school year, DANN received a rating for the 2017– 2018 school year at the elementary school level, earning a 5-star rating according to the NSPF. A copy of this NSPF report can also be found within Appendix A.

With regard to the financial performance and viability of the school, currently, SPCSA has had some concerns about the overall health and viability of the school. In fiscal year 2021, SPCSA staff has noted that the school has failed to meet performance standards under some measures. However, additional context provided by the school did not result in the Authority issuing any performance notices. DANN was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix D and Appendix E within this report.

The organizational health and performance of the school has been strong over the current charter term. DANN was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix F and Appendix G within this report.

Finally, SPCSA staff has conducted two site evaluations of DANN during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including classrooms had high levels of engagement.in classrooms, strong commitment to their mission and vision includes an enhanced and engaging whole-child educational experience, social emotional development and problem-based learning, and positive school climate involves students, teachers, support staff, leadership team, and family members. SPCSA staff also identified some areas of growth for the school to prioritize, including improving student and staff to be more representative of the local district and the SPCSA and adopting a more robust tool to evaluate the performance of the contracted EMO more fully. During this charter term, no deficiencies have been identified during a site evaluation. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B and C for more details on the DANN site evaluations.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2022[3]. This template will be provided to schools no later than July 31, 2022.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

---

[3] NRS 388A.285(3)

5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.
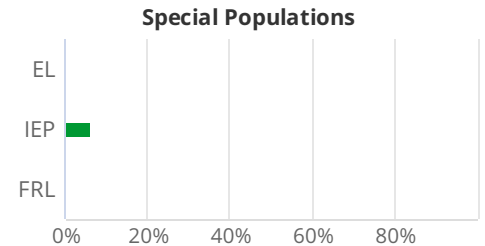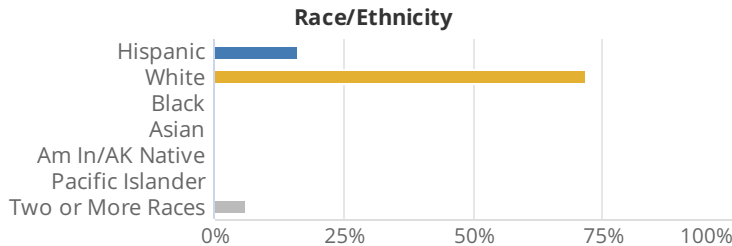
Appendix A

School Year 2017-2018 Nevada School Rating for
Doral Academy Northern Nevada

School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-04
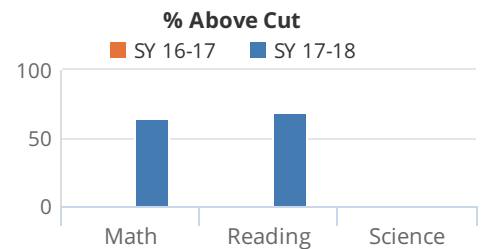District: State Public Charter School Authority
Website: http://www.doralnorthernnevada.org/

Total Index Score: 87.86
School Designation:
200 DeSpain Lane
Reno, NV 89511
Phone: 775-453-4239

Race/Ethnicity

(Hispanic, White, Black, Asian, Am In/AK Native, Pacific Islander, Two or More Races)

Special Populations

(EL, IEP, FRL)

Academic Achievement

25/25

	% Above Cut	% District
Math CRT	64.5	52.8
ELA CRT	68.7	58.6
Science CRT	N/A	35.3
Pooled Average	66.6	52.9
Read by Grade 3	64.2	56.2

% Above Cut
SY 16-17 ● SY 17-18

(Math, Reading, Science)

Student Growth

33/35

	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	71.0
Math CRT AGP	68.4
ELA CRT AGP	84.2

Median Growth Percentile

ELA — High Growth
Math — Typical Growth
Low Growth

English Language

N/A
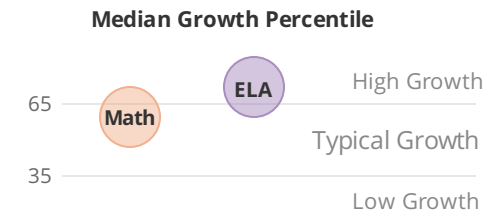
	% of EL Meeting AGP	% District
ELPA	-	42.5

ELPA
(SY 16-17, SY 17-18)
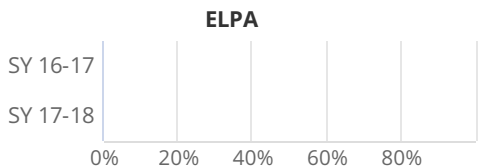
Closing Opportunity Gaps

N/A

	% Non-proficient	% Meeting AGP
Math CRT		-
ELA CRT		-

% of Non-proficient on Track to Proficiency
SY 16-17 ■ SY 17-18

(Math, ELA)

Student Engagement

3.5/10
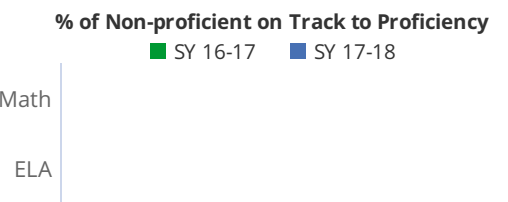
	% Chronically Absent	% District
Chronic Absenteeism	17.1	10.1

	% Participation	Met Target
Climate Survey	N/A	No

Chronic Absenteeism SY 17-18

(Hispanic, White, Black, Asian, Am In/AK Native, Pacific Islander, Two or More Ra...)
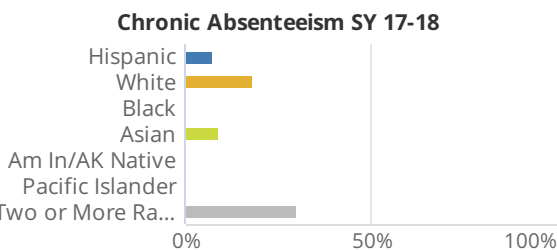
Student CRT Proficiency

				% Above the Cut					
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	N/A	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	N/A	49.2	N/A
Black/African American	-	30.6	28.8	-	40.5	39.6	N/A	14.6	N/A
Hispanic/Latino	36.3	40.2	36.5	54.5	48	45.5	N/A	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	N/A	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	N/A	46.6	N/A
White/Caucasian	72.7	61.1	57.2	72.7	65	65.7	N/A	43.8	N/A
Special Education	-	29.2	24.8	-	29.3	26.3	N/A	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	N/A	15.2	N/A
English Learners Current	-	25.5		-	22.8		N/A	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	N/A	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	50	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	68.7	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	65.5	68.5	68.7	81.2
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	9	4.9
Black/African American	-	14.5
Hispanic/Latino	7.4	11.5
Pacific Islander	-	12.6
Two or More Races	30	9
White/Caucasian	18.2	9
Special Education	21	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	-	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.
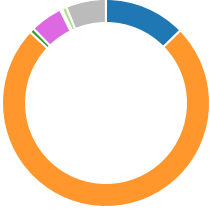
Star Rating	Index Score
★★★★★	at or above 84
★★★★	at or above 67, below 84
★★★	at or above 50, below 67
★★	at or above 27, below 50
★	below 27

Doral Academy Northern Nevada

School Level:	Elementary School
Grade Levels:	0K-07
District:	State Public Charter School Authority
School Address:	200 DeSpain Lane Reno, NV 89511

97.7
Total Index Score

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

Student Race/Ethnicity

Percent	Group
73.7%	White
0.7%	Bl/Afr Am
12.6%	Hisp/Latino
5%	Asian
0.3%	Am Ind/AK Nat
0.7%	Pac Isl
6.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	87.8	★★★★★
2016-2017	N/A	N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

24/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	66.4	54
Math Proficiency	67	54.5
ELA Proficiency	70.2	60.1
Science Proficiency	53.2	34.7
Read-by-Grade-3 Proficiency	56.7	56.7

35/35 Growth Indicator

Measure	School Median	District Median
Math MGP	76	55
ELA MGP	69	52
	School Rate	District Rate
Met Math AGP Target	75.5	49.7
Met ELA AGP Target	77.7	59.7

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

20/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	58.1	27.8
Prior Non-Proficient Met ELA AGP Target	58.8	39.2

****9**/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.1	8
Climate Survey Participation	94.8	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

24/25 **Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	66.4	54	66.6	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67	54.5	48.5	64.5	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	65.2	44.6	39.6	36.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	60	58.2	55.3	-	59	52.9
White/Caucasian	67.5	62.2	59.3	72.7	61.1	57.2
Special Education	44.3	27.3	28.6	-	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3		-	25.5	
Economically Disadvantaged	37.5	39.7	39	-	33.1	35.7

**Math Assessments
% Proficient**
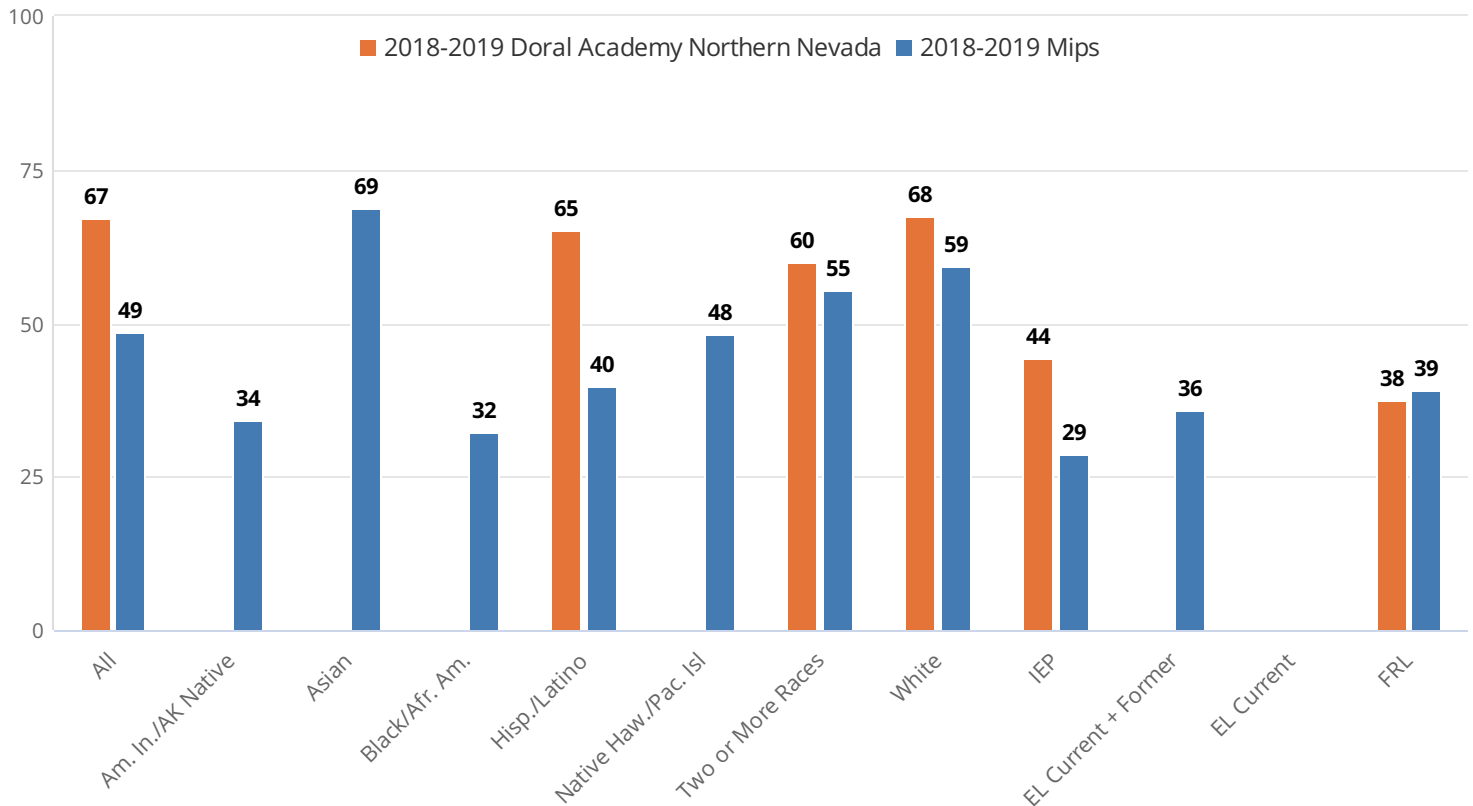
Doral Academy Northern Nevada

24/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	70.2	60.1	57	68.7	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	69.2	51.1	48.2	54.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	60	63.7	64.4	-	67.1	62.6
White/Caucasian	71	66.7	67.4	72.7	65	65.7
Special Education	37	26.6	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3		-	22.8	
Economically Disadvantaged	22.5	45.3	46.8	-	40.4	44

ELA Assessments
% Proficient
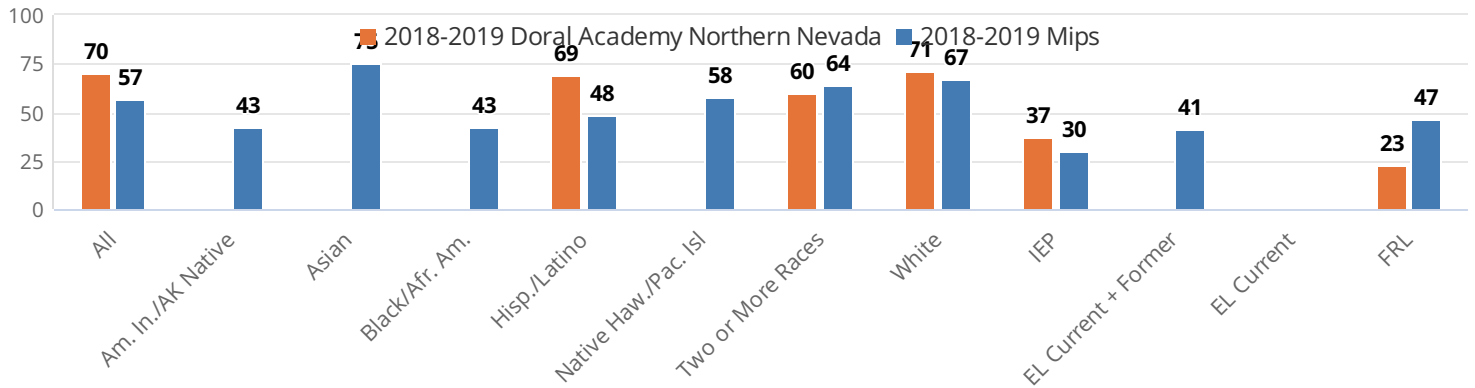
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	53.2	34.7	N/A	35.3
American Indian/Alaska Native	-	25	N/A	9
Asian	-	50.5	N/A	49.2
Black/African American	-	16.6	N/A	14.6
Hispanic/Latino	-	25.8	N/A	22.5
Pacific Islander	-	26.1	N/A	32
Two or More Races	-	37.6	N/A	46.6
White/Caucasian	59.2	42.7	N/A	43.8
Special Education	-	12.5	N/A	19.4
English Learners Current + Former	-	24.1	N/A	15.2
English Learners Current	-	7.2	N/A	4.8
Economically Disadvantaged	-	23.8	N/A	17.3

### Science Assessments
% Proficient
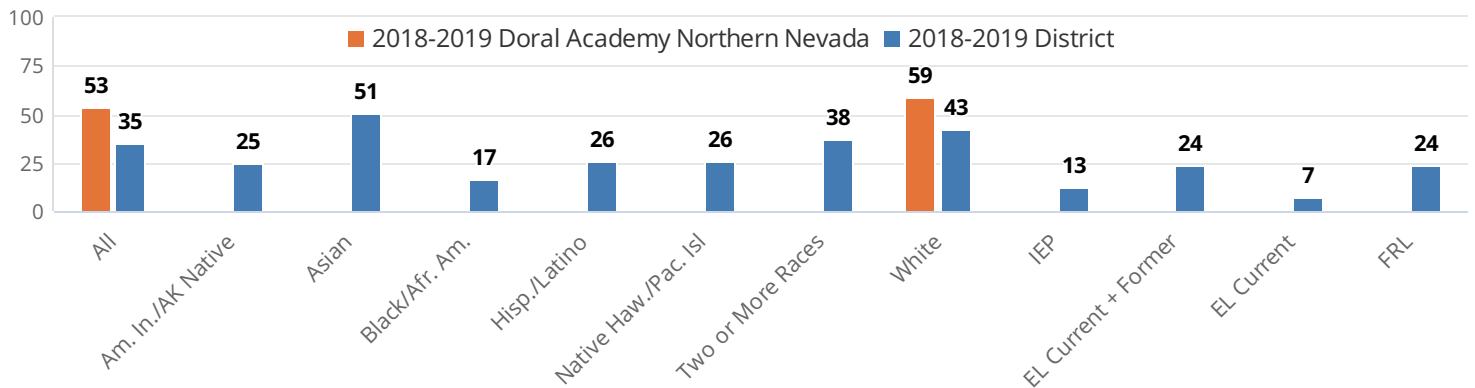
24/25 **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	56.7	56.7	64.2	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	60	47.5	50	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	53.3	62.6	68.7	62.6
Special Education	21.3	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	-	43.2	-	37.5

Read by Grade 3
% Proficient
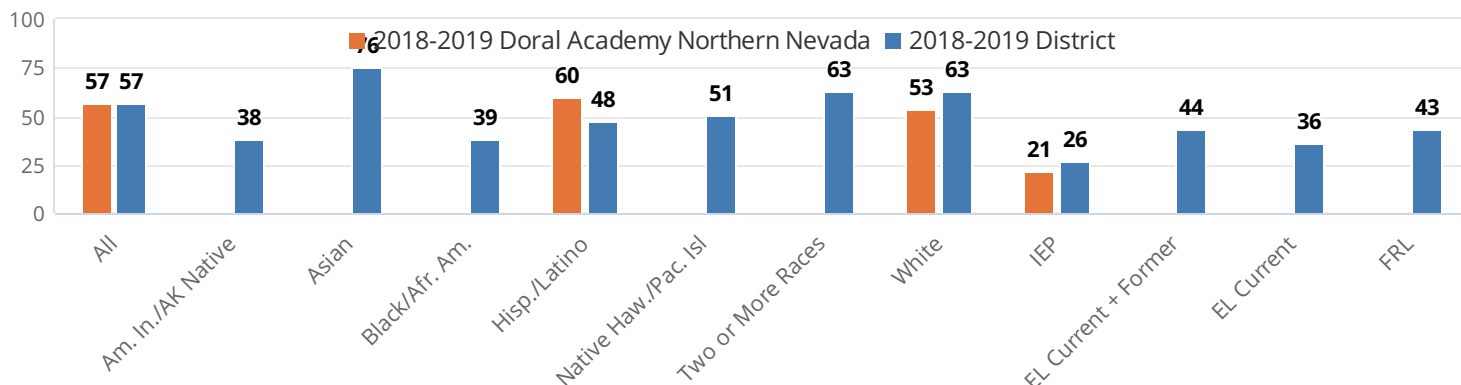
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	N/A	65
1st Grade	87.8	63
Kindergarten	80.4	74

24/25 **Academic Achievement**

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0 **Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	94.9%	94.9%	>=95%	>=95%
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

35/35   **Student Growth**

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 10/10   ELA MGP Points Earned: 10/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	76	55	69	52	59	53	71	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	77	54	61	51	-	49	-	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	71	53	57	50	-	53	-	51.5
White/Caucasian	77	57	70	54	65.5	55	68.5	49
Special Education	84.5	51	72	42	-	49	-	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	-	53	-	47	-	46	-	46

AGP Growth Data   Math AGP Points Earned: 7.5/7.5   ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	75.5	49.7	77.7	59.7	68.4	48.6	84.2	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	64.2	43	71.4	54.2	-	37.8	-	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	60	50.2	70	59.3	-	51.2	-	60.7
White/Caucasian	80	56.1	80	65	68.7	53.7	81.2	58.7
Special Education	70	28.3	70	34.5	-	29.5	-	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	-	38.2	-	47.7	-	29.8	-	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

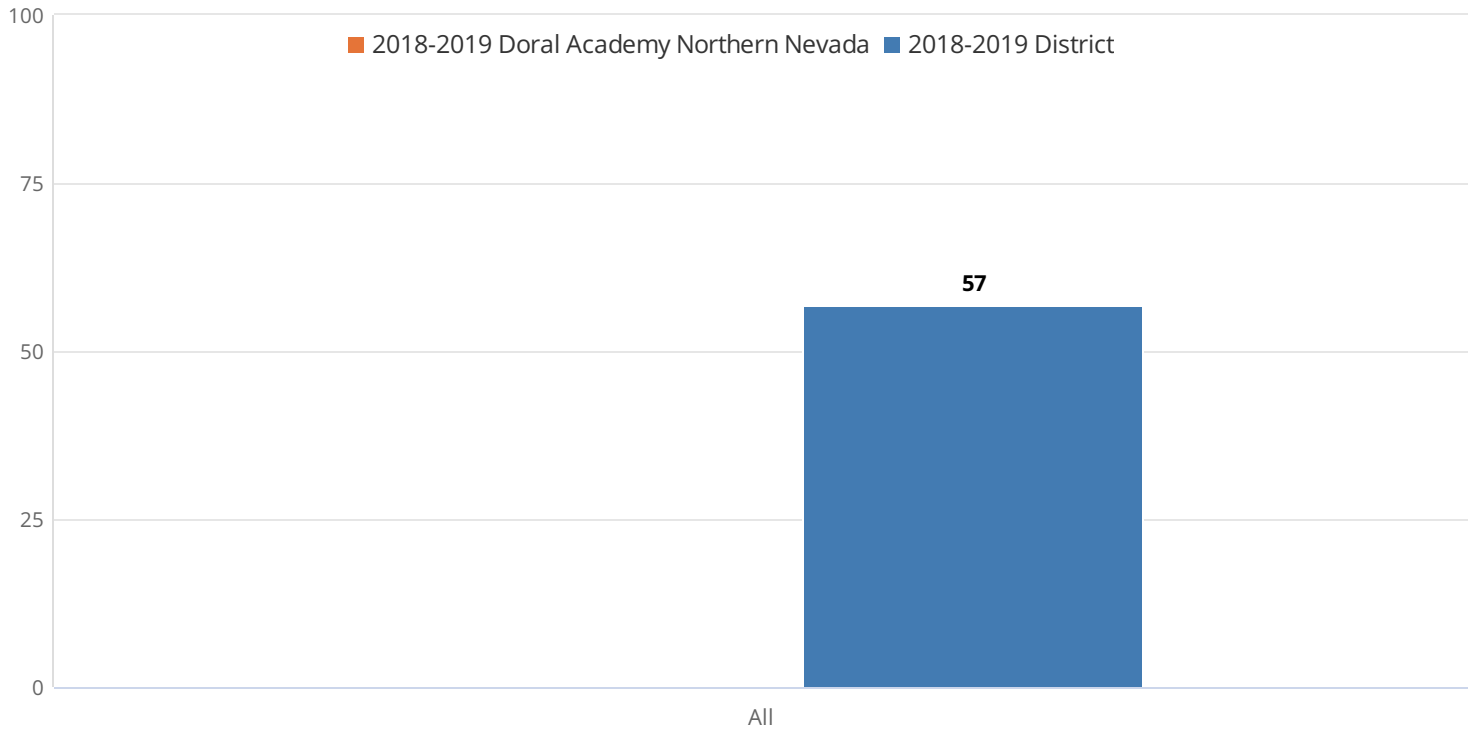# Doral Academy Northern Nevada

N/A **English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA

■ 2018-2019 Doral Academy Northern Nevada ■ 2018-2019 District

57

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

20/20 **Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10   ELA AGP Points Earned: 10/10

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	58.1	27.8	58.8	39.2	-	27	-	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	-	26	-	37	-	22.6	-	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	61.2	32.2	57.1	45.7	-	31.5	-	38.7
Special Education	-	16.3	-	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	-	23	-	32.2	-	20	-	29.8

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Doral Academy Northern Nevada

9/10 **Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.
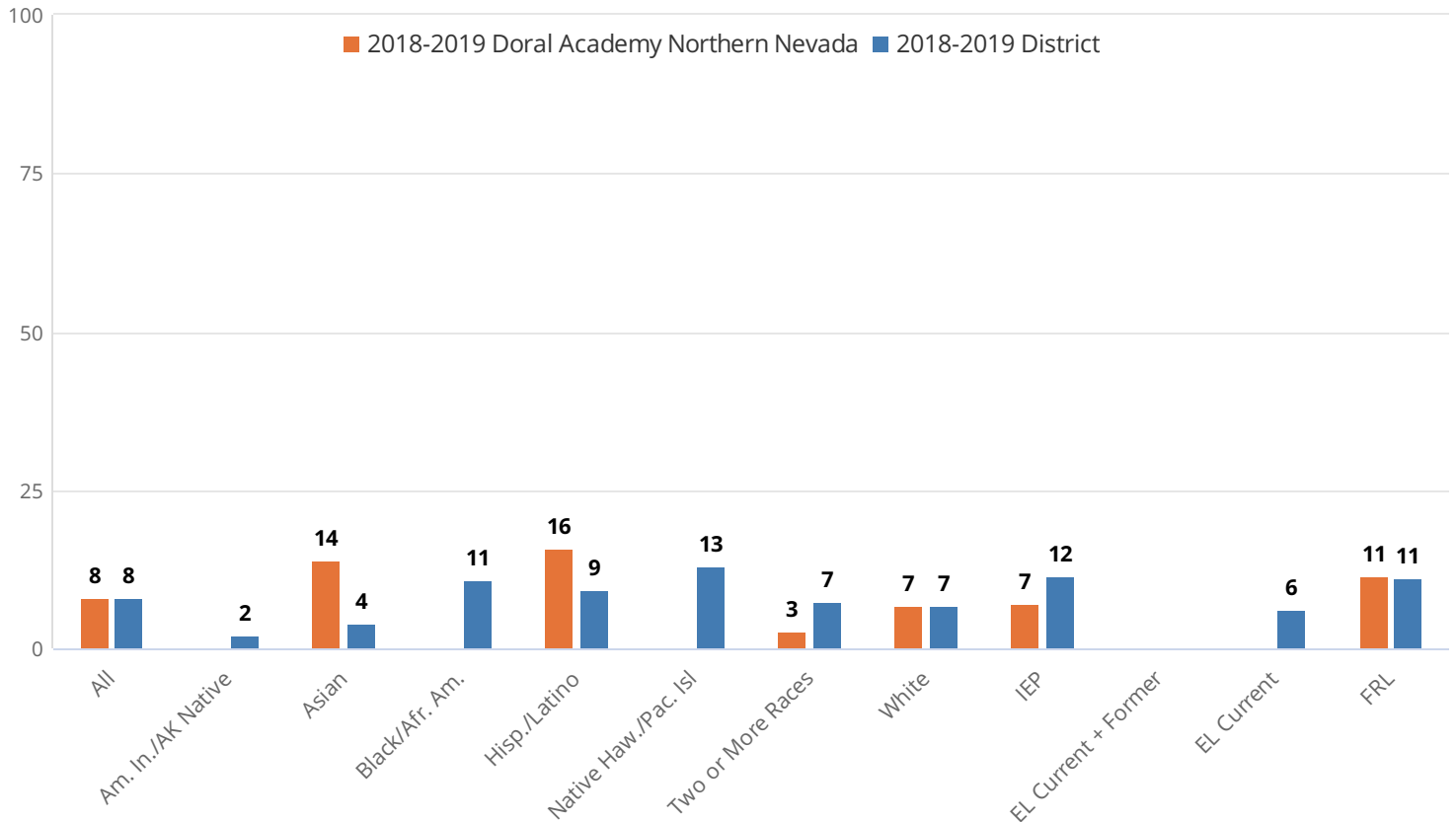
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.1	8	17.1	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	14.1	4.2	9	4.9
Black/African American	-	11	-	14.5
Hispanic/Latino	16	9.4	7.4	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	2.7	7.4	30	9
White/Caucasian	7	6.9	18.2	9
Special Education	7.2	11.5	21	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	11.4	11.1	-	15.9
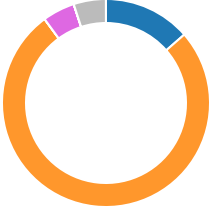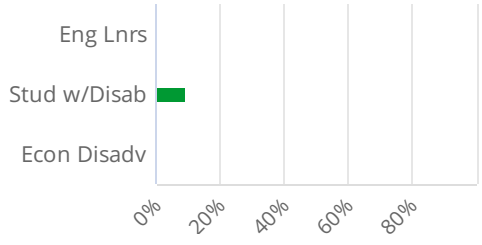
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

■ 2018-2019 Doral Academy Northern Nevada ■ 2018-2019 District

Group	Doral	District
All	8	8
Am. In./AK Native		2
Asian	14	4
Black/Afr. Am.		11
Hisp./Latino	16	9
Native Haw./Pac. Isl		13
Two or More Races	3	7
White	7	7
IEP	7	12
EL Current + Former		
EL Current		6
FRL	11	11

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Doral Academy Northern Nevada

School Level:	Middle School
Grade Levels:	0K-07
District:	State Public Charter School Authority
School Address:	200 DeSpain Lane Reno, NV 89511

82.1
Total Index Score

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

Student Race/Ethnicity

76%	White
0%	Bl/Afr Am
13.5%	Hisp/Latino
5%	Asian
0%	Am Ind/AK Nat
0%	Pac Isl
5%	Two or More

School Performance History

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

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2018-2019 School Performance

Academic Achievement Indicator
25/25

Measure	School Rate	District Rate
Pooled Proficiency	64.5	50.2
Math Proficiency	61.5	42.6
ELA Proficiency	67.5	59.6
Science Proficiency	N/A	44.7

English Language Proficiency Indicator
N/A

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3

Student Engagement Indicator
8.5/15

Measure	School Rate	District Rate
Chronic Absenteeism	11.5	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	98.3	N/A

Student Growth Indicator
19/30

Measure	School Median	District Median
Math MGP	46	58
ELA MGP	50	56

	School Rate	District Rate
Met Math AGP Target	50.5	44.3
Met ELA AGP Target	64.7	61.3

Closing Opportunity Gaps Indicator
19/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.6	21.8
Prior Non-Proficient Met ELA AGP Target	44	32.7

Climate Survey Participation is not a point-earning measure.

Doral Academy Northern Nevada

25/25

Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.
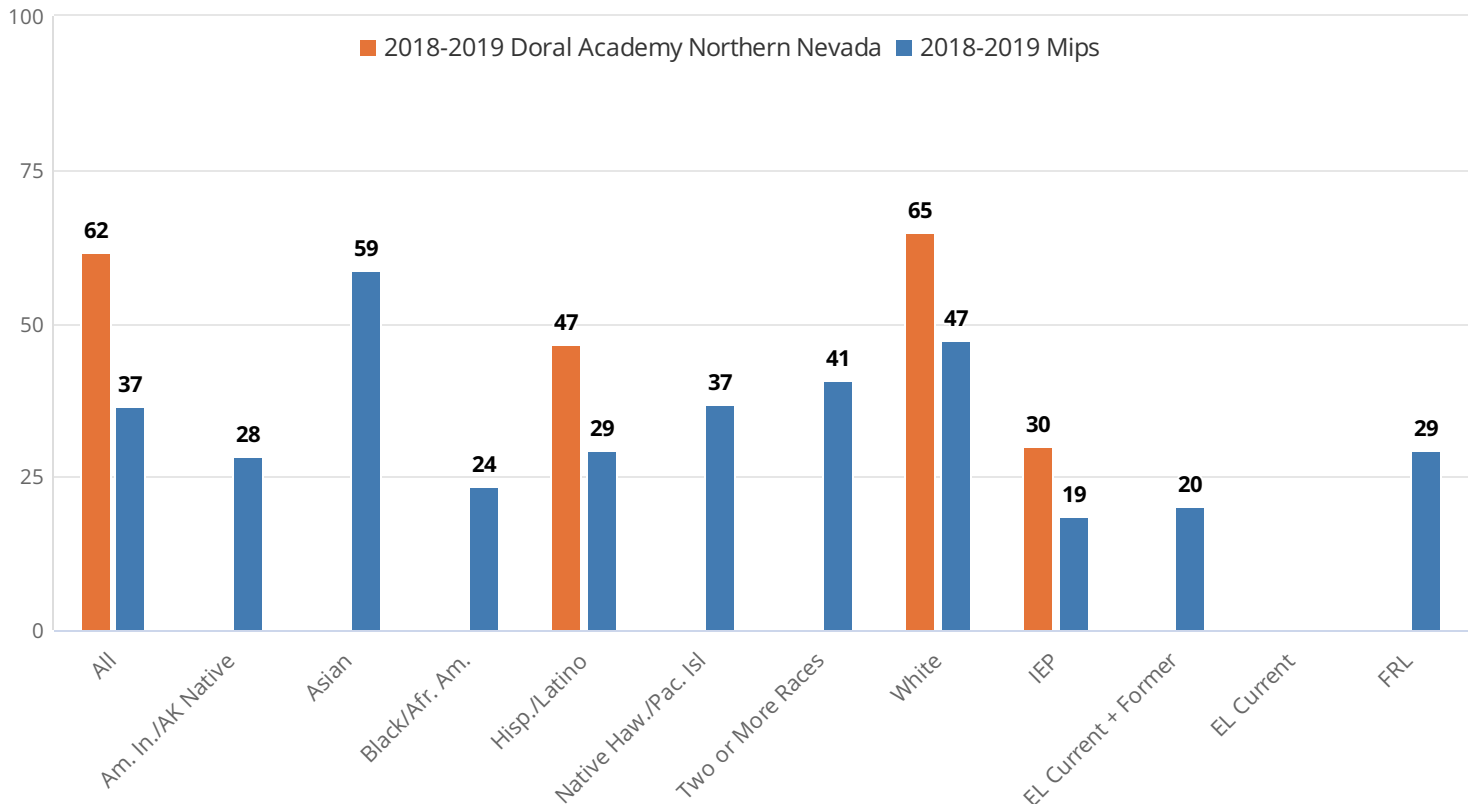
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	64.5	50.2		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	61.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	-	24.1	23.5			19.5
Hispanic/Latino	46.6	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	-	47.2	40.6			37.5
White/Caucasian	64.7	51.2	47.1			44.4
Special Education	30	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	-	29	29.2			25.5

Math Assessments
% Proficient

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Doral Academy Northern Nevada

25/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.5	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	-	40.1	37.8			34.5
Hispanic/Latino	53.2	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	-	66.7	61.3			59.2
White/Caucasian	71.5	67.7	66.3			64.6
Special Education	40	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	-	46.3	44.4			41.4

ELA Assessments
% Proficient
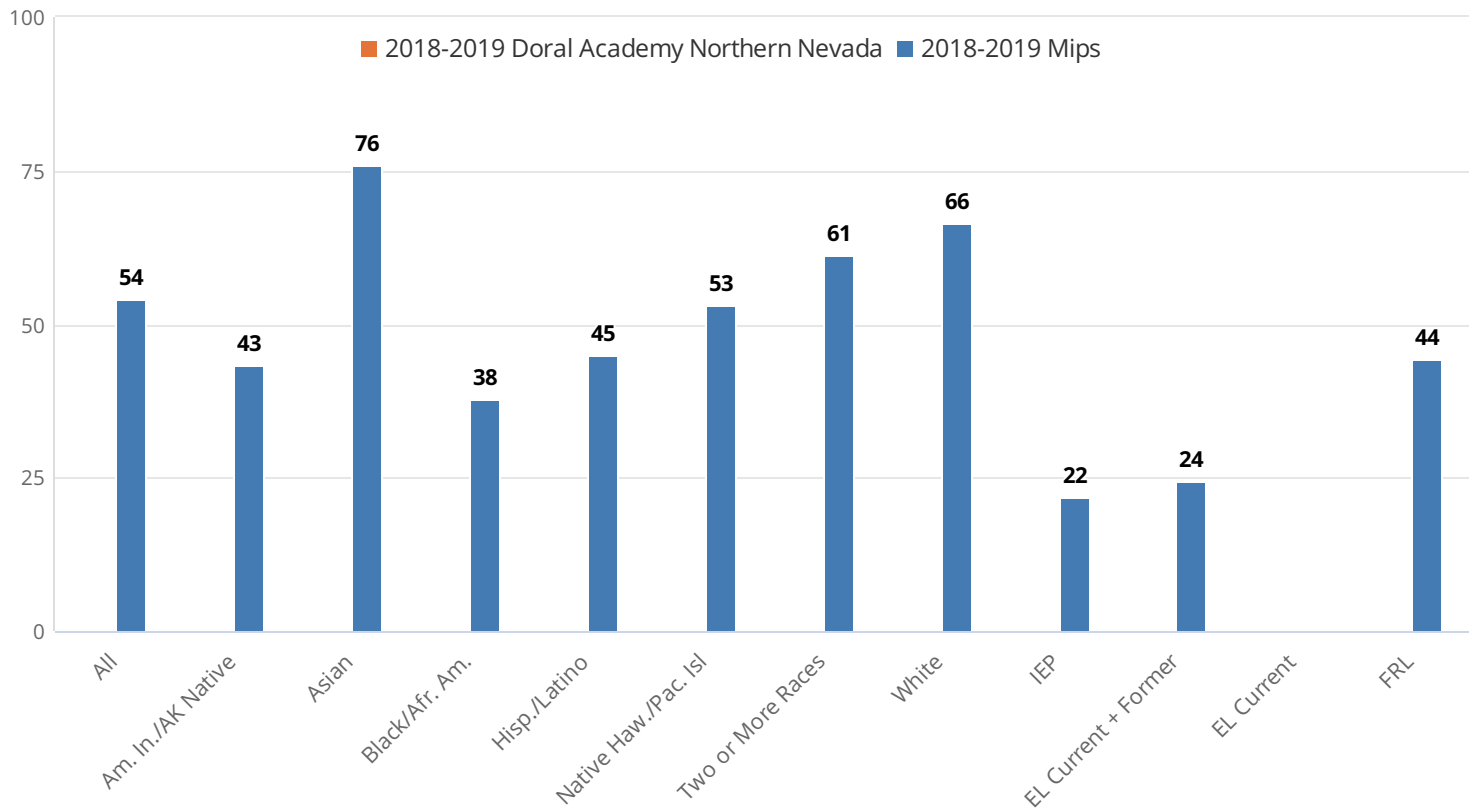
25/25 **Academic Achievement**

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	44.7		
American Indian/Alaska Native	N/A	33.2		
Asian	N/A	62		
Black/African American	N/A	23.1		
Hispanic/Latino	N/A	35.2		
Pacific Islander	N/A	35.7		
Two or More Races	N/A	52.2		
White/Caucasian	N/A	54.5		
Special Education	N/A	13		
English Learners Current + Former	N/A	26		
English Learners Current	N/A	12.6		
Economically Disadvantaged	N/A	33.7		

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   **Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	-	-	>=95%	>=95%

19/30

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 4/10   ELA MGP Points Earned: 5/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	46	58	50	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	-	53	-	51				
Hispanic/Latino	46	59	43	57				
Pacific Islander	-	63	-	57				
Two or More Races	-	56	-	54				
White/Caucasian	48.5	58	49	56				
Special Education	-	55	-	55				
English Learners Current + Former	-	64	-	64				
English Learners Current	-	61	-	62				
Economically Disadvantaged	-	59	-	57				

AGP Growth Data   Math AGP Points Earned: 5/5   ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	50.5	44.3	64.7	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	-	27.5	-	44.2				
Hispanic/Latino	33.2	35.5	75	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	-	47.1	-	66.2				
White/Caucasian	55.7	51.8	62.2	68.4				
Special Education	-	16.8	-	25.3				
English Learners Current + Former	-	32.7	-	48.3				
English Learners Current	-	17.3	-	28.1				
Economically Disadvantaged	-	33.3	-	50.3				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
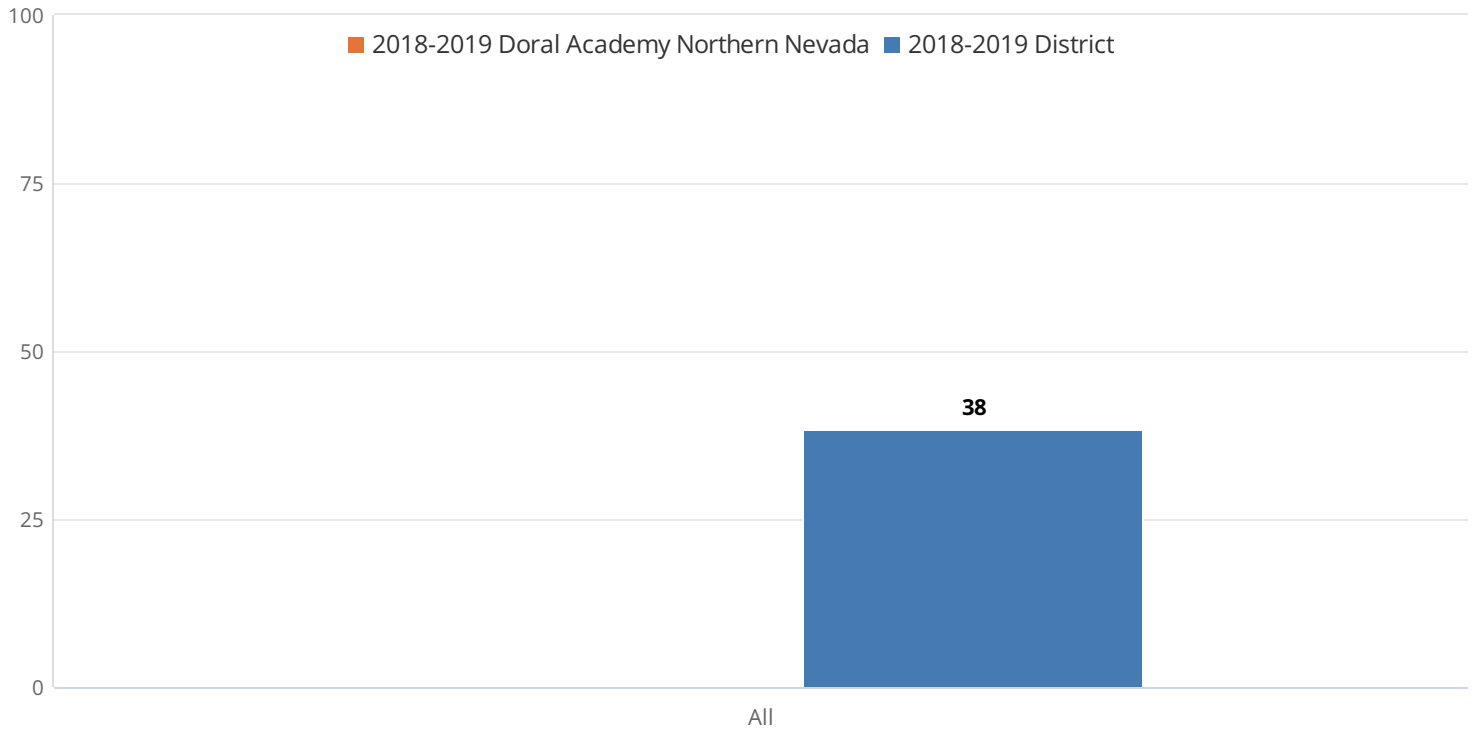
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	38.3			

% English Learners Meeting AGP on WIDA

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

19/20 **Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 9/10 **ELA AGP Points Earned: 10/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	23.6	21.8	44	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	-	15	-	22				
Hispanic/Latino	-	21.5	-	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	-	19.8	-	32.8				
White/Caucasian	24	24.8	46.6	38.3				
Special Education	-	9.6	-	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	12.5	-	22.1				
Economically Disadvantaged	-	19.5	-	29.1				

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

8.5/15
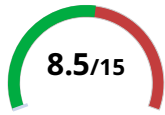
Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.
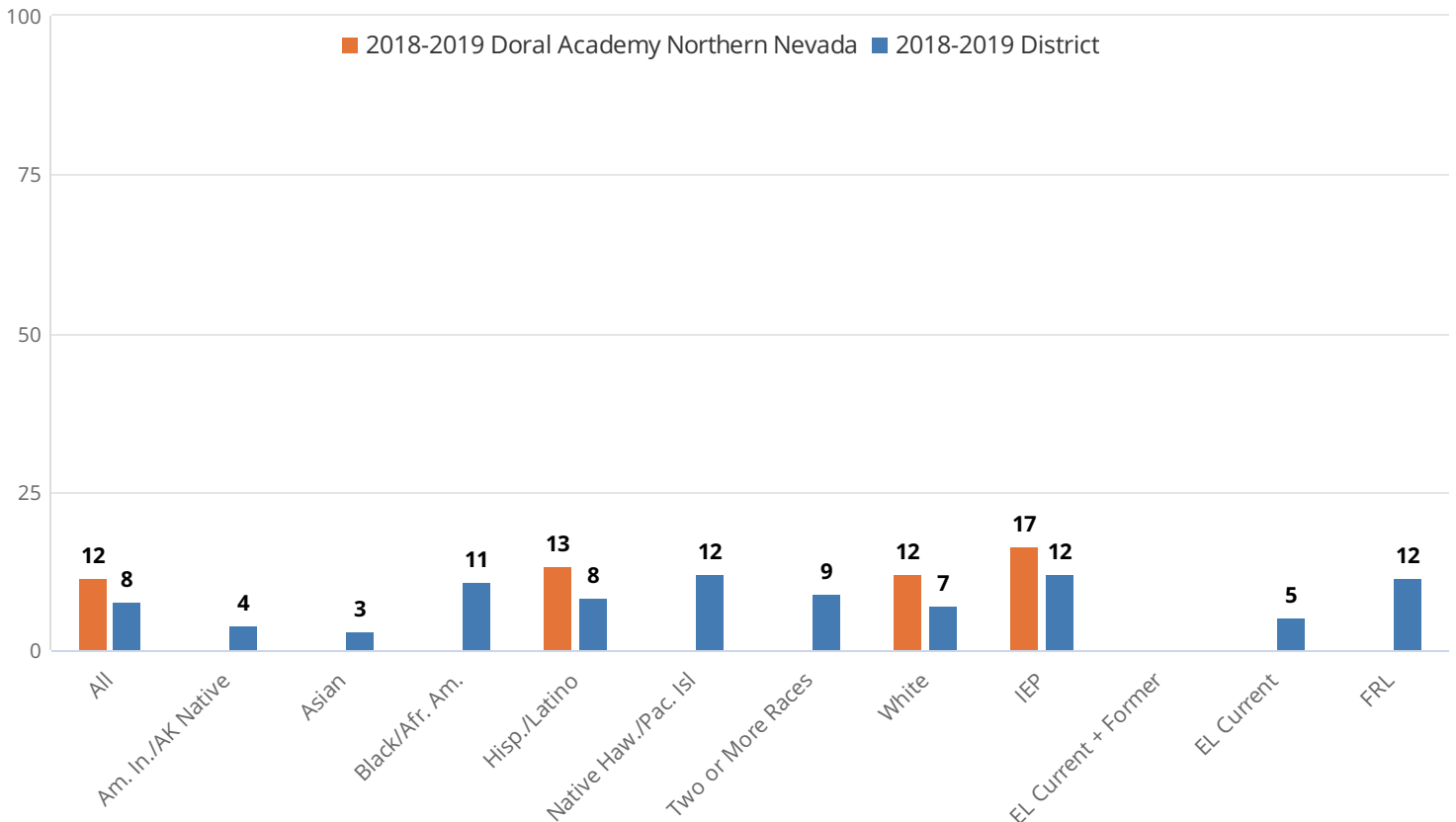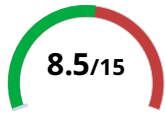
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.5	7.9		
American Indian/Alaska Native	-	4.2		
Asian	-	3		
Black/African American	-	11		
Hispanic/Latino	13.3	8.4		
Pacific Islander	-	12		
Two or More Races	-	8.9		
White/Caucasian	12	7.2		
Special Education	16.6	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	5.2		
Economically Disadvantaged	-	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2018-2019 Doral Academy Northern Nevada ■ 2018-2019 District

Doral Academy Northern Nevada

8.5/15   **Student Engagement**

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5		
American Indian/Alaska Native	-	100		
Asian	-	99.7		
Black/African American	-	99.2		
Hispanic/Latino	100	99.5		
Pacific Islander	-	99.5		
Two or More Races	-	99.7		
White/Caucasian	100	99.4		
Special Education	100	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	98.5		
Economically Disadvantaged	-	99.4		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	N/A	92.7		
American Indian/Alaska Native	N/A	93.7		
Asian	N/A	97.9		
Black/African American	N/A	90.5		
Hispanic/Latino	N/A	92.2		
Pacific Islander	N/A	88.5		
Two or More Races	N/A	93.7		
White/Caucasian	N/A	93.2		
Special Education	N/A	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	92.7		
Economically Disadvantaged	N/A	89.7		

% of Students Meeting 8th Grade Credit Requirements
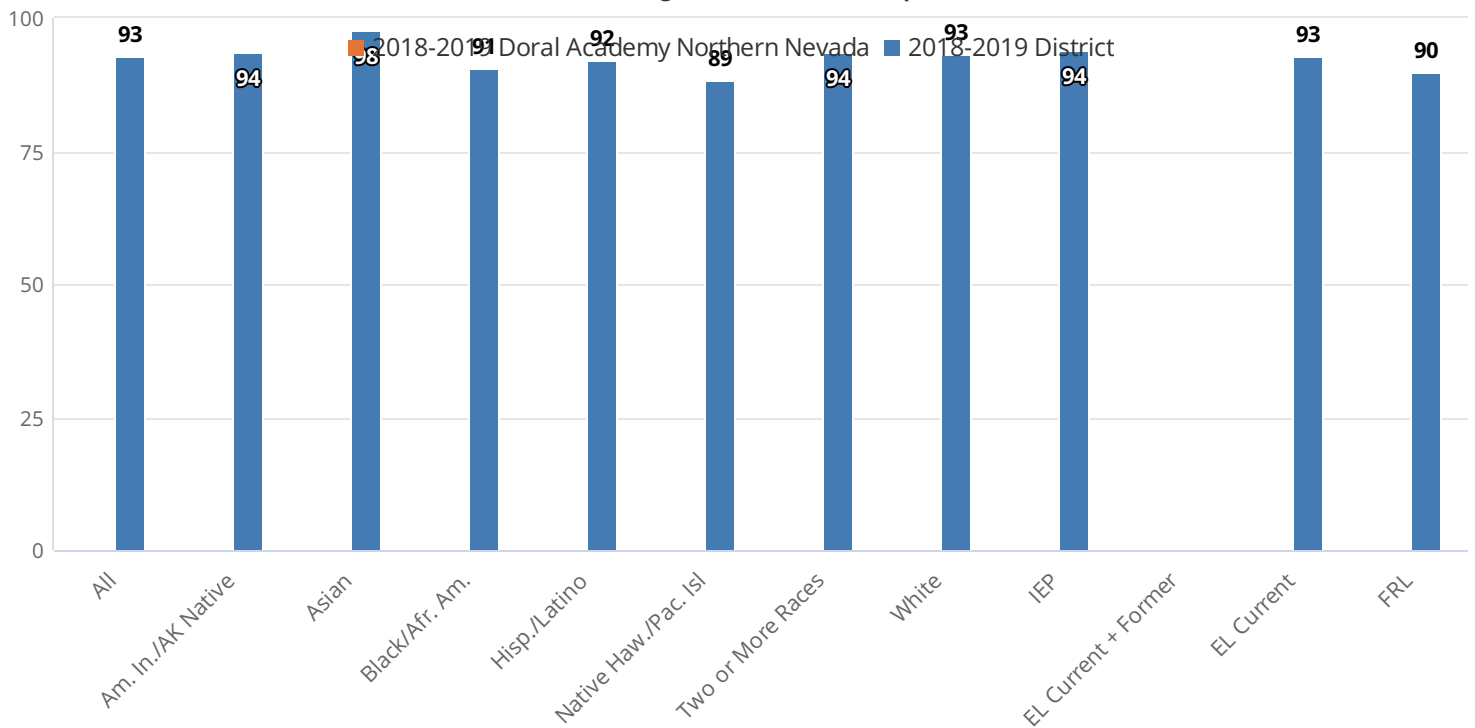
Legend: ■ 2018-2019 Doral Academy Northern Nevada   ■ 2018-2019 District

Values (District): All 93, Am. In./AK Native 94, Asian 98, Black/Afr. Am. 91, Hisp./Latino 92, Native Haw./Pac. Isl 89, Two or More Races 94, White 93, IEP 94, EL Current + Former —, EL Current 93, FRL 90

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Appendix B

SITE EVALUATION REPORT

Campus Name:	Doral Academy of Northern Nevada
Grade Levels:	K-8
School Leader:	Angela Orr
Purpose of Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	December 12, 2019
Conducted By:	Selcuk Ozdemir and Danny Peltier

SUMMARY OF SITE EVALUATION

School's Mission: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging educational experience. DANN will provide an academically challenging learning environment with a strong emphasis on arts integration teaching strategies, which will increase literacy, as well as cognitive, social, and emotional development. Teachers, parents, students, and staff will establish and achieve individual student goals to build a foundation for all DANN students to be college and career ready.

School's Vision: DANN will promote students to be participating citizens in the societal enrichment of the communities in which they live and serve. DANN will foster lifelong skills including critical and analytical learning, confident decision making, problem solving, working collaboratively, and imaginative and creative thinking.

Site Evaluation team members observed instruction in twelve classrooms. The mission was observed in classrooms and on the campus in several instances. For example, the team observed art integration taking place during ELA instruction. In one classroom art vocabulary was used to describe illustrations within the text used for reading instruction. This infusion of arts integration into the curriculum and school-wide activities is a reflection of the portion of the mission statement of a dedication to creating an enhanced and engaging educational experience.

I.   CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Student/Teacher interactions were consistently warm and positive. During classroom instruction teachers provided positive reinforcements to students and positive narration. Observers saw several examples of teachers providing verbal reinforcement such as "That was a wonderful example you wrote because …" There were several positive conversations between teachers	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed

	and students as well as checks for understanding such as thumbs up etc.	
Establishing a Culture for Learning	There were clear learning objectives and a variety of learning activities in many of the classrooms. These included classroom discussions, small group instruction, blended/on-line learning formats, and interactive visual displays within classrooms. The students were committed to learning and were involved in activities as directed.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed
Managing Classroom Procedures	All observed classrooms had well established routines and procedures. The team took note of several classroom routines which functioned smoothly. For example, in one classroom, students transitioned quickly from a reading exercise to sitting on the carpet to introduce a new lesson seamlessly.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed
Managing Student Behavior	There was no evidence of student misbehavior and teachers quickly, and respectfully redirected student behavior, oftentimes by praising the desired outcome of other students.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers communicated clearly with students using an understandable language and tone of voice. Several examples that was observed was teachers connected with students' background knowledge and experience on the topic in both elementary and middle school classes.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	There was a bit of variety in the use of discussion and questioning techniques. In most cases the teacher used both high level questions and had a good deal of participation from students. In a few classrooms the questions were recall response questions.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed
Engaging Students in Learning	Engagement levels within all classrooms observed were between 90% to 100% engagement. Students were intellectually engaged in thoughtful activities.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed

Using Assessment in Instruction	The SPCSA team did not observe sufficient instances of summative or interim assessments being used in classrooms to rate this section.	Distinguished Proficient Basic Unsatisfactory **Not Observed**

III.   ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The team observed instances of arts integration found in the mission statement within classrooms. One specific example of this includes a class creating a painting of the Statue of Liberty and a theatrical play for parents which assisted students in enhancing their learning through the arts.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	There were several school-wide procedures observed. These include recess monitoring and behavior, entering, exiting, eating lunch, and walking from classroom to classroom.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	The SPCSA team observed no incidents of unsafe behavior. Classrooms and common areas are maintained in an orderly and safe manner.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

IV.   FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	3	45
Parents/Families	12	45
Students	13	35
School Leadership	5	35
Staff	12	45

Governing Board:

- The Board stated the mission of the school was seeking to engage the students through arts integration, cognitive skills, and Social and Emotional development. It is infused in all aspects of the instruction.
- When asked about how the school is fulfilling its mission through arts integration one board member gave an example of a math problem that was associated with arts that was infused into the math question in order to tie the two together through geometric features. The board member said the classroom was electric with energy.
- When asked to describe the school's academic performance board members said the most obvious aspect was the 5-Star rating the school earned through the Nevada School Performance Framework. DANN is ranked as the third highest elementary in the state. The board also works with the EMO and requests data be provided to help them make decisions around the direction of the school.
- One board member also said they appreciated that the school includes current events in their lessons saying, "the students painted a mural for their immigration lesson." This allowed them to have a discussion at home with their child that had been started at the school.
- The board members also complimented school leadership for their implementation and execution of both the school's mission and vision.
- The board members discussed the board had not been involved in any Special Education discipline matters but were working with school leadership with the implementation of restorative justice.
- The board said they meet about once per month and while the school leader has not been evaluated yet, due to her short time at the school, the board will be using the Danielson Method to complete future evaluations.
- Regarding Open Meeting Law training, the board said they had completed a training via a recorded presentation online.
- In discussing the relationships between the board and the EMO, Academica, the board members said overall, the relationship has been fantastic. Board members

---

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

noted that Academica assists them with academic, financial, and operational data that allows for better understanding in how the school is functioning.

- However, there was one point of contention that was discussed during the focus group. The board members discussed their disappointment with how the proposed expansion of the facility had been managed by Academica. One board member said "I do think there have been a few instances that there has been some disruption to the learning process, The school needs to be increased and the board was under the impression that the school would house 950 kids. They could not figure out how they would do that. There isn't enough square footage, so now they are going to be doing an addition and they are going to be completing that during the school year. That was a major gaff."

- The board member went on to say, "I feel like generally they did a good job, but as an educator this will be a disruption of the school. What I understood was they had to have X number of students to meet the debt convenience. It came to the surface that the school was not large enough. But I do feel like it has taken a lot of time on the part of the board, and I personally wish it could be done during the summer, so the kids are not faced with the disruption to the learning.

- The board members also discussed employment screening and said that "Academica had sent the board a survey, and there were things in the survey that the board was not clear on. There wasn't a self-disclosure clause and the board was worried about how employees were being screened. The board wanted to avoid what had happened in the past." The board then said they were told by Academica that they had utilized the state's screening system for licensure.

- In discussing its decision to implement a weighted lottery, board members said, "it had already been a conversation with some of the board members and the SPCSA, and they were looking into ways to enhance how they reached the students."

- The board members expressed a strong desire for the school to expand its reach to students who may not have access to the school during its first few years.

- Board members also discussed the need for transportation and said they had conversations with stakeholders to try and come up with ideas to provide some sort of transportation to students at the school. One board member said "The lottery is superficial at this time. The star rating is great, but the demographics of the school needs to come better into line with the district as a whole," and that "transportation would be a big part of that work."

Parents/Families:

- Parents reported that there are several things they like about the school. These include great communication, after-school program, open-door policy of both staff and leadership, engaged students, and a warm welcoming environment.

- All parents agreed that there is not enough parking at this school. One parent commented, that the lack of parking availability "makes it difficult to attend extra events and even this focus group." Parents added that they are aware that the school has been designed this way but said that it can be frustrating especially with the pick-up and drop off. Parents recognized that Butch Cassidy traffic does back up between

3:30 and 4:00. They suggested that those living in the neighborhood can take a different route to get to their homes.
- Parents report that they notice the art integration in the classrooms. One parent is a substitute teacher and noticed this with a second-grade class where students were asked to draw a picture of their spelling words. In other cases, there may be options to complete class work that involves using a different learning modality such as drawing, moving, singing and so on.
- All parents agreed that communication is good. But at times there may be news put on Facebook that I find out about after the fact. The PTO doesn't have access to e-mail for all parents so this is something the PTO can work on. Most teachers have newsletters and on-line platforms to communicate from teacher to parent. The administration is helpful in communicating as well.
- Most parents communicated that they believe their children are challenged, however there may be instances where a math or science class could be more differentiated toward all levels of students. Family members like that the students are all held accountable and that there is a consequence for mis-behavior.

Students:

- In discussing their favorite thing about the school, students spoke about the support they receive from staff and fellow students. One student said that "everyone is really nice, and they felt like they could talk to anyone at any time if they had a problem."
- In discussing what they would like to see change at the school students listed items such as: more electives, lunch should be first and then recess for 3rd and 4th graders, more one on one instruction during sibling care, and more individual help with certain subjects such as math and reading.
- Students said they felt challenged in their classes and said that their teachers were always available to help them if they did have an issue with a certain subject.
- Overall, the students in the focus group said they felt very safe at the school. While some students did bring up individual instances where other students were acting up, no students said they felt unsafe and the said teachers were good at calming down situations.
- Students spoke about how certain classes have the "quiet corner" and other students felt this type of thing should be implemented in all classes for disciplinary instances.
- Students also spoke highly of the time they spend in between classes navigating the school. Said a student, "The tape that was placed throughout the halls had really helped control the movement of students in the school and all students said they really liked that idea."

School Leadership:

- The instructional coaching system involves the instructional coach modeling best practices, and this has been successful as teachers routinely request the coach to help them learn new strategies. The Instructional coach uses MAP scores and Qualitative Spelling Inventory (QSI's) to assist teachers in understanding and use

data to guide instructional next steps. The school is working with teachers to use both formal data and observational information to keep small group instructional fluid. The focus is looking not only at achievement data but growth data as well. Also, the individual student goals started by using the MAP goals and then that has shifted to a larger goal such as reading a specific text or a skill such as inferencing. Some students have individual learning plans to help each student achieve to their greatest potential.

- The evaluation system is based on the Danielson Model and it involves a mid -year reflection, goal setting at the beginning of the year, and a PLC goal. "We are working on giving more consistent feedback to teachers by assigning one administrator to a grade-level. We add to this by having a walk-through form that allows administrators to walk through and provide written feedback to the classroom teacher and this same data is kept and stored on a data base to take into consideration when preparing the formal evaluation."

- Leaders communicate and attempt to reach the "sweet-spot" to communicate not too much but not too little. One leader commented, "We try to be as thoughtful as possible regarding this. Sometimes it is best to have an in -person conversation. We talk about how to have a thoughtful and meaningful meeting." Leadership meets twice per week and discuss topics of safety, and school culture. The school leadership has asked the board to provide a retention bonus to those teachers who stay at the school from year to year.

- The hiring process for teachers includes gathering applications, paper screening, and interviews. One leader commented, "Our interviews are very intimidating, and the staff is interested in attending. All teachers are welcome to attend the interview. Questions focus on a candidate's willingness to take feedback, growth mindset, and ability to work on a team. We decide as a team who we would like to hire".

- Leaders talked about the continuous improvement process. "Our upper school 6-8 looks very different than it did last year. The block scheduling from last year was eliminated and not all curriculum was taught completely, and we adopted Eureka Math."

- "As far as goals, we have already started having conversations with the teachers about where we want to go with next year for next years professional learning. We want to engage them in deeper thinking and talk and translate that to the writing."

- The school focuses on social and emotional learning and has implemented these strategies school-wide. "One of the best strategies we have found is to check in with an adult in the building and this is one of our first interventions," said a staff member. One thing the teachers are focusing on is social emotional learning and restorative justice. "We sat down to put together a plan for restorative justice." School Leadership would hope to would see that the kids are kind and thoughtful and good at building relationships. This SEL starts with a morning meeting K-5 and then lessons are taught 6.7.8 through a once a week meeting. Teachers hope to see some phonemic awareness and see kids sounding out the words.

School Staff:

- Staff all spoke very highly of the school both when discussing their in-classroom work as teachers and their relationship with school leadership. The staff appreciates the school leadership's openness and willingness to engage them on subject-specific topics. One staff member said "there is a lot of transparency at this school, which is much different from the school I worked at before. Leadership maintains a culture of respect and empowerment."
- Another staff member said, "The leadership is really friendly, and they care about the staff as people." Overall, staff continued to speak about the open lines of communication and how that has been so effective in helping them become better as teachers. They appreciated leadership working with them when setting goals and being included in the decision-making at the school.
- Staff also spoke about the leadership change which occurred last year and said the transition was handled well. They said "the fact that we did not have a mass exodus at the end of the year shows that the transition was managed well. It speaks to the strength of the school."
- Teachers who were new to the school said they felt well-informed in their new environment and both other teachers and school leadership helped them get accustomed to their new position.
- When staff was asked about what data is used to drive instruction, they said that the school uses MAPS school-wide and it is the umbrella of the data. Staff said that different grade levels have different data needs whether that be spelling, phonics, shift planning, or instruction delivery. They appreciated Ms. Barr's coaching in these areas. They also said that overall, data driven instruction is a natural part of their work and they use it many times throughout the school year. When staff discussed the change in the math curriculum, they said they appreciated the opportunity to reflect on those changes and leadership's openness to make adjustments based on staff experience in areas they felt could be improved.
- Staff appreciated meeting with grade level teams on a daily basis. They said they can bring student work to the meetings and talk about it with other teachers in the same grade levels. When discussing training opportunities, staff said the school was very open to teachers attending all sorts of trainings. From dyslexia training, to training through the Sierra Nevada Arts, the staff found those training opportunities extremely helpful. Staff also spoke about the importance of the training that instructional aides are provided and said that it helps them with their work as well.
- When asked about the expectations for behavior of students in the classroom, the staff spoke about the Eight Habits and how staff is well aware of the Eight Habits and use those too. "With staff also using the Eight Habits, the students see the adults are doing them, which helps push students to continue to follow through with those habits too," said a staff member.
- Staff said they treat students with respect and by doing that, it allows them to address behavioral issues before they get out of hand. Staff also said the restorative justice training they had attended was also helpful. Overall, staff tries to build meaningful relationships with students and by building those relationships, they are able to work with students who may have behavioral issues.
- Staff said "From the top down they have a big emphasis on the why. And how that is

going to be communicated with the kids. They want to promote cross grade unity. This way all of the teachers are familiar with all of the students. They have a leadership class that partners with lower grades."

- When discussing the mission of the school, staff spoke about the arts integration and how they have found that to be really engaging for the students.

Special Education and ELL Teachers:

- Staff shared that the process for identification for SPED is first, in some cases, students are screened at the kinder level and teachers are aware. The teachers provide instruction, collect data, and present to the SST team and then bring 3 sets of data. After that, suggestions are made and there continues to be constant conversation during PLCs at least once per week.
- Special Education and ELL Staff said that Tear 1 instruction and inclusion is key to the academic program at the school.
- IEP goals are incorporated into the Tear 1 instruction and the ELL teacher incorporates GLAD and SIOP strategies to incorporate into the classroom. The ELL teacher coaches, models, and co-teaches in classrooms to incorporate the best practices into daily instruction. MAP scores are used to determine Orton Gilliam and phonics first MAP used for math Upper school uses Khan Academy and Zearn.
- Sped teachers push in and work to determine where the students need help, or time, and discover ways to access the curriculum. Special Education teachers share IEP goals with all regular education teachers at the beginning of every school year. Special Education teachers meet with grade levels regularly to talk about student progress concerns. "My role with EL is more of a coach and grade level teams. We will see inclusive strategies such as GLAD strategies, and movement such as words, and picture clues."
- Staff shared that they are aware of many diverse learners at the campus. Some learn best when things are presented in a way they can see, like pictures, charts and graphs. Doral provides many visual supports, as well as a variety of learning modalities. Kinesthetic, auditory, and visual learners are taken into consideration as well as those learning through arts integration such as music. A variety of learning modalities are considered and implemented throughout the school to maximize student learning.
- Both ELL and SPED staff attend Professional Learning sessions. The special education teachers may attend nationwide and statewide trainings. The trainings (Aims web training and Dyslexia training etc.) helps to implement effective remediation.

V.   OVERALL STRENGTHS OF PROGRAM

- Doral Academy provides an emotionally and physically safe learning environment. The school climate is characterized by enthusiastic teachers, engaged students, and dedicated families. The atmosphere at the school is positive as measured by the

feedback obtained during the student, staff, and family focus groups as well as the classroom observations.

- There is a strong commitment to the mission statement as observed throughout the day. Arts integration is entwined within ELA and Social Studies. It is also separately offered through a multitude of visual arts, theatre, dance instruction and other electives including drawing, painting, sculpture and design, concert band, orchestra, ballet, STEAM lab and 3-D printing, graphic design, and arts integrated leadership. Students, families and staff are highly engaged with these non-traditional additions offered to students at Doral.
- Doral staff makes a point of considering the needs and preferred learning styles of students. They intentionally create classroom environments that lend themselves to a variety of learning modalities. These modalities ensure each child learns by their independent learning method.
- Students and parents feel physically and emotionally safe in the school. The school is well-secured, safety checks are completed routinely. A safe and nurturing environment is a priority at the school.

VI.   RECOMMENDATIONS

- The school may want to develop additional systems to provide more challenging activities within the classroom for those students who may benefit from additional differentiation. The topic came up during one of the student focus groups but was also observed within classrooms. Allocating additional time and resources to students that may be at or above grade-level can help them maintain their trajectory and potentially provide for opportunities for students to assist others in their learning.

- The strong community of parents suggested the school purchase a bus for the school. This may be a solution to the issue with the parking and pick-up and drop-off situation at the school.

- As indicated in SPCSA strategic plan document all charters are encouraged to, "Increase the diversity of students served by SPCSA schools". This goal defined by the SPCSA will be measured on a yearly basis beginning in 2021 as outlined in the 2019 SPCSA strategic plan and posted on the SPCSA website. Doral Academy Northern Nevada's current year enrollment data show less than 1% enrollment for English Language Learner and Free and Reduced Lunch eligible students. The school has made a great first step in recognizing this change and will implement a weighted lottery system beginning with the enrollment for 2020-2021 school year. It is suggested that DANN monitor and place an emphasis on improving the diversity of students going forward.

VII.   DEFICIENCIES

There were no deficiencies identified for the Doral Academy Northern Nevada campus during the evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Doral Academy Northern Nevada**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 5 of 5 stars
Middle School: 5 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
70.2%	67.5%	67%	61.5%

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A

Hello SPCSA Team,

Thank you for allowing us a chance to respond to your report. Our goal is to be brief and only provide our feedback on matters of fact rather than on your interpretation of the rubric. We still do not fully understand how a school could ever receive a distinguished rating if observations like those represented in the report do not meet this criteria (e.g. "90-100% of students in every class were engaged"; "no evidence of student misbehavior and teachers quickly and respectfully redirected student behavior, often times by praising the desired outcome of other students"; "There were no deficiencies identified for the DANN campus during the evaluation."). On the rubric, it notes clearly that a distinguished rating differs from a proficient rating in that "minor concerns are noted," however, we do not have any minor concerns noted in the evidence listed in the report.

Comments

Karen, although you were with us all day and asked questions of the focus groups and observed throughout the school, your name is not on the document. You were also joined by Todd Carl, who was so kind in his engagement with our groups.

In the first paragraph you mention observing instruction in 12 classrooms. We would like the record to show that instruction was observed in 12 of 39 teacher classrooms and that K, 1st, 2nd, and several of our elective classes were not visited at all during the site evaluation.

Section: Assessments in Instruction. We instructed teachers to refrain from giving any formal assessments on the date of the site evaluation. You did not attend and witness any of our daily grade level PLCs wherein data and assessment to guide instruction are discussed. Based on your observations in other categories, it is clear that teachers were using on the spot formative checks for understanding.

Section: Mission Driven Operations. We appreciate that you saw a focus on arts integration, which is at the center of our philosophy and mission. As you know, we collaborate with many local agencies and provide in-depth professional learning in this area. As a matter of fact, though, we do not do this to support the unfounded and unresearched notion of multiple intelligences. Please see the work of cognitive scientist, Dan Willingham, as well as the group Deans for Change.

Recommendation 1: We have a system of supports in place for Gifted and Talented

and high achieving students, to include pull out and class-based enrichments. According to our MAP data and SBAC assessments, we do not have a large number of students who have demonstrated **mastery** of the content. We provide many ways for students to accelerate their learning paths if they are ready to do so.

Recommendation 2: We appreciate any and all support that the SPCSA can provide at the Legislature to provide funding and support for transportation to all charter schools. Unfortunately, as a single entity, this recommendation seems out of line financially and does not seem to align to the rubric under which we are being evaluated. That being said, we'd love a bus! But, do you know how much money it costs to own, operate, maintain, and insure school buses? We look forward to hearing how your agency will support school in finding transportation funding.

Recommendation 3: To correct your document
As you know, we are working diligently to better align our demographics not with our neighboring schools but with the greater Washoe County School District. The SPCSA has provided wonderful guidance, suggestions, and oversight in this process. We have implemented a free and reduced lunch carrier this year and are awaiting final approval of the National School Lunch program. In addition, we have done an immense amount of outreach and advertising in areas of town that will most benefit from our weighted lottery. To be clear, these are our current numbers, as they are incorrectly in your report:

- ELL: 1%
- Non-white ethnically diverse students: 26%
- FRL: 4.7%

Thank you for correcting these minor issues in the report.

If there are ever future opportunities to assist in norming the rubric, our leadership team would be happy to participate, so as to demonstrate to the public the steps taken towards fairness in a subjective process. We also would be thrilled to see a school report wherein the school was distinguished so that we can work towards this level for future visits.

We thank you again for your visit to our campus. You are always welcome! We appreciate the partnership and look forward to finding ways to be a Distinguished school in at least some areas.

Have a wonderful day,

Angela Orr, Principal
Doral Academy of Northern Nevada

Note
The SPCSA responded to the above referenced e-mail on January 29, 2020. The e-mail addressed concerns and questions listed in the response. It is important to SPCSA staff that school leadership receives a preview of the final report before it is published. This is also an opportunity for the SPCSA team to explain ratings and answer any questions.

Appendix C

Site Evaluation Report:
Doral Academy Northern Nevada
Evaluation Date: 11/3/2021
Report Date: 12/15/2021

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

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 November 3, 2021, at Doral Academy of Northern Nevada. 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

Doral Academy of Northern Nevada is in Reno, Nevada in a facility at 3725 Butch Cassidy Dr. The school serves 925 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Doral Academy of Northern Nevada (DANN) is: "Dedicated to creating an enhanced and engaging whole-child educational experience. DANN will provide an academically rigorous learning environment with a strong emphasis on problem-based learning, arts integration, and social and emotional development. A collaborative effort, with all students, parents, and staff, will be devoted to establishing, achieving, and celebrating individual goals to prepare every student for college, career, and civic life."

ACADEMIC PERFORMANCE
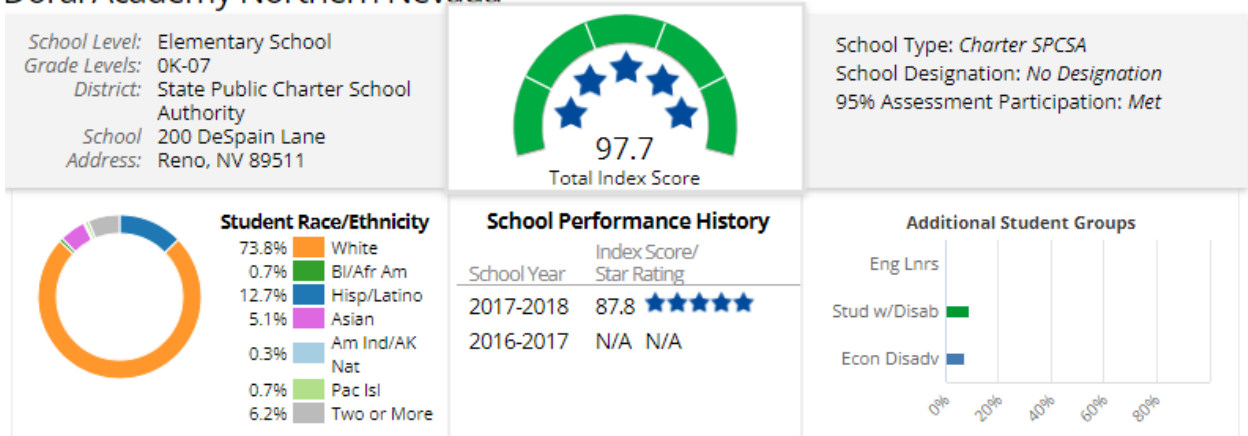
Nevada School Performance Framework
2019

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

Doral Academy of Northern Nevada serves 925 students in grades Kindergarten through 8th grade.
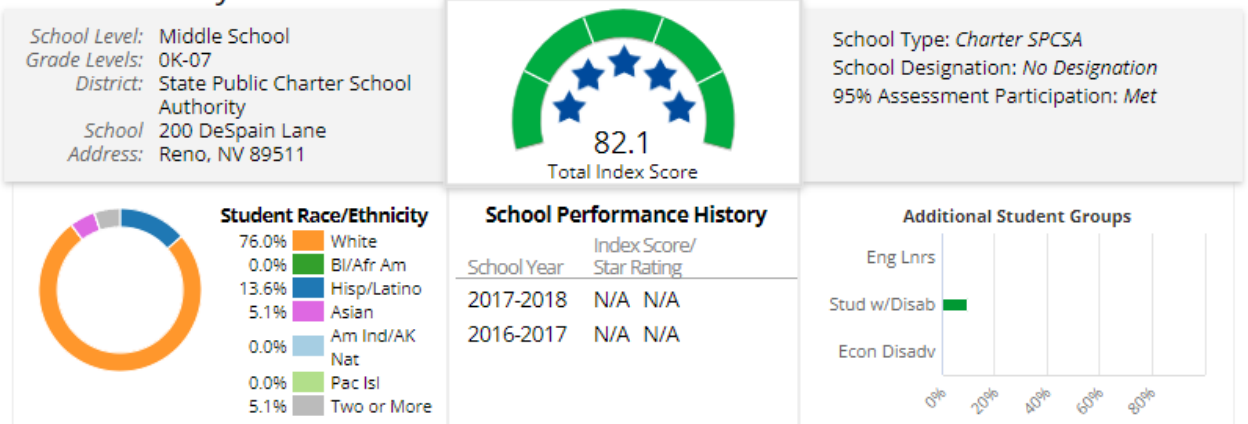
Elementary School

Doral Academy Northern Nevada
School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-07
District: State Public Charter School Authority
School Address: 200 DeSpain Lane Reno, NV 89511

97.7
Total Index Score

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

Student Race/Ethnicity
- 73.8% White
- 0.7% Bl/Afr Am
- 12.7% Hisp/Latino
- 5.1% Asian
- 0.3% Am Ind/AK Nat
- 0.7% Pac Isl
- 6.2% Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	87.8 ★★★★★
2016-2017	N/A N/A

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Middle School

Doral Academy Northern Nevada
School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-07
District: State Public Charter School Authority
School Address: 200 DeSpain Lane Reno, NV 89511

82.1
Total Index Score

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

Student Race/Ethnicity
- 76.0% White
- 0.0% Bl/Afr Am
- 13.6% Hisp/Latino
- 5.1% Asian
- 0.0% Am Ind/AK Nat
- 0.0% Pac Isl
- 5.1% Two or More

School Performance History

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

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Doral Academy Northern Nevada
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

Elementary School
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.1	54.5	48.5	64.5	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	65.3	44.6	39.6	36.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	60.0	58.2	55.3	-	59.0	52.9
White/Caucasian	67.6	62.3	59.3	72.7	61.1	57.2
Special Education	44.4	27.4	28.6	-	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4		-	25.5	
Economically Disadvantaged	37.5	39.8	39	-	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	70.3	60.1	57	68.7	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	69.2	51.1	48.2	54.5	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	60.0	63.8	64.4	-	67.1	62.6
White/Caucasian	71.1	66.8	67.4	72.7	65.0	65.7
Special Education	37.0	26.7	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4		-	22.8	
Economically Disadvantaged	22.5	45.4	46.8	-	40.4	44

Doral Academy Northern Nevada
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.
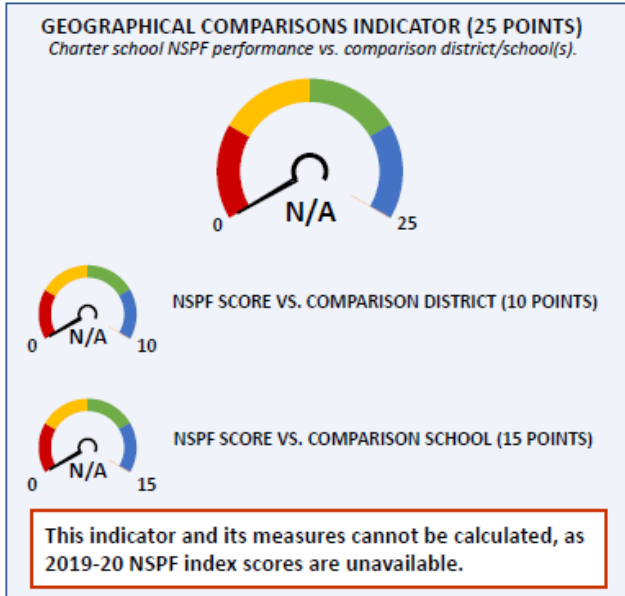
Proficiency Rates

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	61.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	-	24.2	23.5			19.5
Hispanic/Latino	46.6	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	-	47.3	40.6			37.5
White/Caucasian	64.7	51.3	47.1			44.4
Special Education	30.0	12.1	18.6			14.3
English Learners Current + Former	-	26.9	20.2			16
English Learners Current	-	12.6				
Economically Disadvantaged	-	29.0	29.2			25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.5	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	-	40.1	37.8			34.5
Hispanic/Latino	53.3	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	-	66.7	61.3			59.2
White/Caucasian	71.5	67.8	66.3			64.6
Special Education	40.0	19.9	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22.0				
Economically Disadvantaged	-	46.4	44.4			41.4

SPCSA Academic Performance Framework
Geographic Comparison Report
(2019)

Elementary School

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

N/A

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

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

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

Middle School

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

5

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

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

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
0	FRL	<5	57.4	▼	✕
4	IEP	≥10 and <15	13.5	▼	✕
1	EL	<5	19.1	▼	✕

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

N/A

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

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

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

Middle School

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

5

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
0	FRL	<5	52.9	▼	✕
3	IEP	≥5 and <10	13.6	▼	✕
2	EL	<5	11.4	▼	✕

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	9	30 minutes
Students	13	30 minutes
School Leadership	7	45 minutes
Staff	9	30 minutes

Governing Board[1]:

1. Board members shared that what is special about this school is that Doral Academy of Northern Nevada is integrates the arts throughout the content and curriculum. Board members added that the school implements the *Leader in Me* program. *Leader in Me* is Franklin Covey's whole school transformation process, and board member's shared that the program's focus is to teach 21st century leadership and life skills to students. One participant added, "Another important feature of the school is that students are well rounded citizens and community members. This is because they are exposed to arts, a buddy program, and multiple opportunities to help the community such as a recent Calder Fire Victim fund raiser."

2. According to the board members, the principal is evaluated annually. The process includes presenting measures of leadership results to the board at a public meeting. One board member said, "We use a rubric to evaluate the leader and our board chair ensures that each member of the board has an opportunity to provide feedback to the school leader."

3. The method by which the Doral Academy of Northern Nevada evaluates Academica Nevada was discussed during the board focus group, and members shared that they utilize a survey to complete this requirement. SPCSA staff acknowledged that there are likely more robust ways to complete this evaluation, and board members expressed an openness to reviewing the method by which this annual evaluation is conducted.

4. The board is kept up to date with academics at the school and receives a full presentation at least twice per year. The information shared with the board includes test results from i-Ready and MAP data. According to board members, a member from the Academica team shares information as well as identified opportunities for improvement.

---

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members shared that the school's staff and leadership team provide their children high levels of quality instruction. One example shared by family members during the focus group was during the distance learning time during the previous 20-21 school year when the school counselor opened – up morning meetings with a positive story and a coping method. Focus group participants noted that the school has classroom meetings and provide students time to talk, which is extremely important right now as students return to school. One family member said, "The school leader has upped the academic level of the school and the learning continued to thrive, even during the COVID pandemic."

2. Family members expressed their overall satisfied with communication between their homes and Doral Academy of Northern Nevada, stating that they love the online options, Facebook, and PTO meetings. Parents reported that the one communication system for grades K-8 is the same throughout each grade level and this makes it easy to follow. Parents did bring up that they would like to have more updates for their middle school students, noting however that they understand that the school staff is most likely trying to give the older students more independence to handle things on their own. One family member wondered if the school could think about providing some type of red flag system to alert parents when their middle schooler first begins to struggle.

3. The fact that the school responds to problems as they arise is appreciated by the families. Parents commented that they feel welcome at the school and that they are comfortable bringing up issues to the school staff should they arise. Parents said they are aware that the staff is constantly evaluating the social emotional needs of all the children at the school and the families are very thankful for this.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:
1. Students were eager to share. They explained that they have been involved with several school projects. For example, one student said, "Last year there was an Egypt project." Another student said that "In second grade last year, we did a Civil Rights project". Other students shared that they did a science project where they created something that was helpful. One student remarked that, "I did a dog treat feeder and my mom helped me because last year we had a STEAM project, where you make the blueprint and make an invention that could solve a problem." Students stated that they appreciate that their feedback is taken into consideration. For example, one teacher wanted to survey students on where they want to sit according to students. In another case, the teacher asked for input about ideas to make the class better. Students provided these examples as ways that they feel like their suggestions are considered.

2. According to students, the most important thing a teacher can do is help students learn, be kind, and respectful. One student remarked, "It is nice to talk to a teacher if I'm having a bad day. Most of the teachers are nice and can help you if someone is picking on you. I feel like the teachers teach us things we can use in real life. They help us express what we are feeling and help us get motivated." When students were asked if they had any suggestions, one student said, "At recess it would be nice if there were more staff on the playground. This is because once there was a student was getting bullied, but now that a teacher knows about it, it has stopped. There are some problems and drama out on the playground including fights. Having more staff outside would help this not to take place." Students shared that they believe there is a shortage of staff working at the Dragon's Den which is an after- school program, and sometimes parents must call and call to pick up their child. Students suggested that the school provide additional teachers in the lunchroom during meals as a preventative measure as well. Other suggestions that students made included having a teacher give students another chance before making them sit outside because, "You should be able to express yourself more, like dying your hair, and maybe not wear the uniforms." Students would like to have a few more opportunities throughout the year to go without a uniform. Students thought that the uniforms should have more color and be more comfortable.

3. Students talked about how their families are involved at the school. One student mentioned an open house, but that there are many donation opportunities to help families in need and there are many chances for this to take place. One student said that "There are things like blanket drive for homeless people, and my dad teaches at STEM academy at Galena, and he is involved here". According to students, parents can apply to be a substitute teacher and be a classroom substitute for the day.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:
1. School leaders were asked about the return to school this fall. Leaders said that teachers are delighted to be back, and that they have expressed having students in front of them five days a week makes teachers pleased and eager to move forward. Leaders added that there are challenges with the return to full-time, in-person instruction such as determining how to address the slide in academic achievement for some students from last year. One leader explained, "We are looking at holes in student learning that we can fill and are seeing growth already."

2. Leaders shared that one instrumental part of a successful return to school this year has been in addressing the current mental health needs of students. Leaders reported that they have seen students with anxiety on numerous occasions and the school staff's goal is to provide a multitude of supports to get students back into the classroom and learning. Leaders said that they have connected families with resources available within the Reno community as well. One of the Doral school leaders said, "We check in with students one-on-one if needed and we have a 'lunch bunch' and classroom guidance sessions. This year it is so important to get SEL each morning and this is for the entire school."

3. One of the school leaders is conducting a book club for teachers. The group reads the book chapter by chapter and learns together. According to school leadership, this shared discussion has been important in that it allows staff to appreciate one another as well as cope with the social emotional challenges presented this year. The leadership team members said there is great energy from students and parents as the return to school has been something to celebrate. Families are so appreciative to be back and are already noticing positive impacts on their children, and school leaders reported that students are much happier.

Staff:

1. Staff members participating in the focus group said that there are several reasons a family would want their children to attend Doral Academy of Northern Nevada. Focus group participants explained that one of the unique features at the school is the arts integration and the social emotional character habits which are woven into the curriculum. One staff member commented, "Look at the hard work that has been accomplished here. Both the teachers and the families are looking for a school with something unique." Another participant added, "There is a much more challenging atmosphere here and our middle school has students enrolled in four core classes and four elective classes. Each semester the electives change." Some of the examples of the classes include several visual arts, Physical Education, Technology, Chemistry, and Biology as reported during the focus group.

2. The focus group members were asked to describe a few ways that they work together to meet the needs of all students at the school. Group members said that they meet each day for a PLC and the school's instructional coach attends their meetings one per week. One person said, "We have a school policy where every student belongs to every teacher. In addition, our administrative team has done a great job of pairing staff members with grade level teams that fit. We help each other with emotional support and if one of us needs a break, or someone to talk to, we are there for each other."

3. Staff was asked about the strengths and opportunities at the school. The staff agreed that there are many strengths including the curriculum, the staff's collaboration with individuals and dedication to only doing what is good for students, and the flexibility to decide as a team how to schedule time for meeting the needs of students. Teachers said they would like to see additional funding go toward support to help the teachers who instruct for the specials classes to be certified teachers. Additionally, staff noted that they would like more full-time specials teachers to work at the school to provide additional support to students. The staff also commented, "We need substitute teachers so bad, and I have to be pulled to teach elective classes at times. It would be great to have additional in-house substitute teachers."

CLASSROOM OBSERVATION TOTALS

A total of 27 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 **Creating an Environment of Respect and Rapport** **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: 11	Total: 16	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: 8	Total: 19	Total: 0	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 **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: 11	Total: 16	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: 13	Total: 14	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 **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: 16	Total: 10	Total: 0	Total: 0	Total: 1

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 **A** **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 8	Total: 16	Total: 0	Total: 0	Total: 3
B	Students assume responsibility for the participation of most students in the discussion.	Teacher 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: 4	Total: 18	Total: 0	Total: 0	Total: 5

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** 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: 14	Total: 11	Total: 1	Total: 0	Total: 1
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: 13	Total: 13	Total: 1	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **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: 18	Total: 9	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction **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: 13	Total: 10	Total: 3	Total: 1	Total: 0

Additional information about the classroom observations shared here when applicable.

In several classes the independent work time was socially constructed. Students were seen working on their own and in many cases with a partner or together in small groups.

Students were observed to be highly engaged in many classrooms. The verbal component of instructional time was clear as students explained concepts to others. There were instances of turn and talk, number sticks, teachers roaming the classroom, teachers using an iPad to write on the larger screen and academic talk was seen and heard on numerous occasions.

In some classrooms, students were seen finishing their activity and raising their hands, waiting for teacher. The pacing for most classes seems appropriate for the age of the student. For example, kindergarten moves very quickly and, in an effort, to keep students engaged.

Grade levels were observed to be doing similar activities on within content areas, but in their own way.

Throughout the school, a pattern was noted that students frequently were writing about math.

The 8 daily habits were prominently displayed in classrooms.

Class representatives greeted the SPCSA team members to the classroom and told the team about what they were learning.

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. 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.	The school leader has provided the scope and sequence of select Math, ELA, and Science. These appear to be fully aligned and vetted to the NVACS. The school leader has shared that the educational program is consistent with the program proposed in the charter, including rigorous research-based curriculum taught with integrity, vertically and horizontally, a focus on rich literacy practices. A new data platform includes personal information about students. Social Emotional Learning Morning Meetings Permission to Feel, 8 Habits of Healthy Kids, Neuroscience Middle School daily curriculum Problem Based Learning are other ways the school meets the needs of students and is true to their program.
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	DANN posts open positions on its website and Facebook ensuring that teachers are highly qualified and committed to continuous improvement. DANN offers tuition reimbursement programming to both certified teachers and those pursuing a teaching career. DANN supports a few teachers in the ARL program, ask that support staff obtain a substitute teaching license, which they are reimbursed. The school's Special Education and ELL handbooks are updated and routinely reviewed for accuracy.

Measure	Description	Evidence Collected
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	Once a student is qualified for an IEP, every teacher or instructional support person who works with the student is made privy to the accommodations included in the plan. Case Manager deliver the IEP and obtains signatures that teachers have read through it, and also codes in Infinite Campus. Core teachers maintain accommodation logs to track as well as in-class interventions for each student. All members of the IEP team discuss a student's present levels as well as information gathered through the MDT process. The team determines whether a push in or pull-out setting or combo would be most appropriate. Special education teachers track all minutes with a student in a service log and ask teachers to provide supporting evidence in the accommodation log. Special education teachers collect data and learning artifacts as well as assessments to write individual progress reports for each child based on their goals. These are sent home to parents with the general education report card.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	Students are monitored and identified through various programs including WIDA, NWEA-MAP, I-Ready. Teachers are trained, bringing academic language to life through teacher modeling, scaffolding, group practice, peer teaching, and content integration. EL student progress is monitored in multiple ways, specifically: Pictorial input displays, 10/2 Lecture, inquiry charts and sentence pattern charts.

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: 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.	Regular meetings, compliance with open meeting law, developed comprehensive policies- Code of Ethics, Conflicts of Interest, Financial Policies and Procedures, Restorative Justice practices.
4a	The school protects the rights of all students. Examples: 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.	Information presented indicated that DANN was the first Nevada charter school to implement a weighted lottery. Any student who qualifies for free or reduced lunch is given a 2.0 weight in the annual admissions lottery. DANN provides detailed enrollment and lottery information on the DANN website. The school implements Restorative Justice, progressive discipline process, which entail, restorative conversations, 8 habits, take responsibility for actions, accountability through school beautification, letter writing, empathy-based role playing and facilitated conversations including restorative circles.
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.	Routine safety drills are conducted monthly. Based on the criteria determined by the State of Nevada, Doral Academy of Northern Nevada completes 9 fire drills, 4 Code Yellow Drills, 2 Code Red Drills and 1 earthquake drill annually. All the staff have been trained regarding emergency procedures and received specific instructions related to their context, when necessary (i.e. PE teachers who may be taking students off campus, Teachers who may be monitoring students during recess, etc.), and all classrooms and office spaces have a red folder that contains a handbook, directions for evacuation and an abridged version of the primary emergency situations schools deal with. These monthly drills are conducted on a variety of days of the week, at different times, and we ensure that various scenarios are practiced, including drills during passing or when classes are in the lunchroom/recess. During a drill the leadership team checks classrooms/hallways to ensure that all the staff are adhering to the emergency drill protocols and notes any concerns to ensure that they are corrected immediately following the drill. All students have access to Safe Voice and mental health support through the DANN website as well as through information printed on their ID cards. The school contracts with a clearing service for nightly cleaning, deep cleaning, carpet and flooring cleaning, and the availability of a day porter. In addition, the school hired a facilities Manager who works 20 hours a week maintaining the safety and health of the school.

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	According to the school leader: • In 2020, the school board approved the addition of 12 parking spaces to the campus for the price of $125,000. • DANN has ensured high level differentiation with in-depth, sustained professional learning in arts integration, explicit writing instruction, meaningful oracy practice, and sensory-based foundational skills. The school inspects what is expected with walkthroughs by members of the leadership team, PLC planning daily as monitored by the instructional coach, AP, and principal. Additionally, school wide goals are included for every teacher's evaluation focused on the implementation of this learning. • A robust GATE program with two GATE certified instructors serving 64 students across grades 3 – 8 was added. • Although drop-off and pick-up have improved significantly, the school has not purchased a bus.
Evidence the school can provide to support the implementation of previous recommendations.	As stated by the school leader, "As we work to diversify our campus, we have seen success with our weighted lottery, but some of our growth of FRL students was dampened by requirements."
The reasons school will require additional time to fully address the recommended items.	The school leader states that the following requirements dampened the school's efforts to diversify: "That the school offer hybrid instruction during the 2020-21 school year while WCSD remained fully open along with the seamless summer "free lunch for all" program that does not incentivize parents to turn in paperwork for FRL status. Additionally, and as noted previously, although drop-off and pick-up have improved significantly, the school has not purchased a bus and has no state funding to do so.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Doral Academy of Northern Nevada has a strong commitment to their Mission and Vision including:

   - An enhanced and engaging whole-child educational experience:
     There were several examples of differentiation, arts integration, explicit writing instruction and sensory based foundational skills.
   - Social emotional development
     The school counselor provided a SEL based morning message during the previous school year to encourage students toward a hopeful and positive day. Families received informational tips on supporting SEL at home. This school year, staff is highly dedicated to providing SEL lessons in the classroom, morning meetings, permission to feel, 8 Habits of Healthy Kids, providing small group and one on one counseling, and a buddy system to help older students to connect with younger students and create meaningful relationships.
   - Problem Based Learning
     There is Neuroscience within the Middle School daily curriculum. The school had 26 staff trained in PBL Project Lead the Way courses, & a STEAM focus.
     Restorative Justice Program includes a progressive discipline process, which entails restorative conversations, 8 habits, take responsibility for actions, accountability through school beautification, letter writing, empathy-based role playing and facilitated conversations including restorative circles.

2. A positive school climate has been created and sustained at Doral Academy of Northern Nevada. This positive environment involves students, teachers, support staff, leadership team, and family members. Evidence of this included:

   - Strong relationships
     Students shared that they know that their teachers will help them succeed in school. Teachers said that their work is more effective because they have close relationships with students and make a point of checking in with each child. The family members said they feel they can go to the school with concerns and the professional at the school will address and solve issues. The school-wide goal is for each student to have talked with an adult by 9:30 am each day.
   - High expectations and strong support for learners
     The school encourages students to take challenging courses and in addition offers strong and relevant electives to students. Teachers spoke about setting meaningful goals with students for themselves with post-secondary included in the discussion.
     There are several supports for students. These include tutoring, before and after homework assistance, scheduled time for interventions, and small group learning.
     It appears that students receive feedback regarding their learning on a consistent basis. Therefore, support to students has is provided automatically, within the culture of each classroom. Given the positive culture at the school students who struggle appear to be comfortable asking for help.

- Consistent expectations for behavior and a safe and orderly environment
  The restorative justice system has been implemented and a clear set of procedures is used to preserve relationships and respect students' dignity.
- Collection of feedback and adjustments
  The leaders at the school make a point of following up school-wide changes with feedback from students, teachers, and families. This practice contributes to the robust relationships observed and commented upon at the school.
- DANN teachers appear to be genuinely positive and happy to be teaching at this school. Both during the classroom observations and during the staff focus group, the passion and caring was evident. Teachers reported said they love their grade level teams and appreciate the leaders at the school. The instructional coach has started a book club for those who are interested. They are meeting and reading a book about teacher resiliency.
- Students said teachers are kind, and teachers would help them if they had issues.
- Most classrooms had just one teacher per group of students and the class sizes seemed appropriate because all students were mostly engaged, and teachers had a well thought out plan.
- Teachers speak plainly and look to their students to see if more explanation is needed.
- Several teachers were observed re-teaching expectations in a calm and positive manner.
- Character Education Program is implemented with fidelity

3. Classrooms had high levels of engagement. Evidence of this throughout SPCSA observations included:
   - Classroom activities captured and held the students' attention.
   - Effective questioning strategies appeared to trigger situational interest and helped foster sustained interest in the topic.
   - Pacing was excellent and student energy was high as a result. In some classrooms, a perfect balance between students being comfortable and moving, talking, reading, writing, and listening was observed.
   - Many amazing activities such as think, pair chair, writing in the sand, game to discover quotes (students moving, reading, talking, and thinking) were observed.
   - Teachers often communicated positive aspects about individual students and the words and teacher actions communicates respect and acceptance of all.

4. Data Based Decision Making is strong and consistent. Evidence of this throughout SPCSA observations included:
   - The school has invested in a data-based platform which has provided the school with data on a highly individual basis for each student.
   - Progress monitoring to make instructional decisions and to pinpoint where students struggle is firmly in place.
   - Instructional decisions are based on an evaluating of a student's rate of growth or performance level and teacher teams use this to plan instruction.
   - Teachers meet in grade level teams daily.
   - Climate is monitored by the leadership team using surveys and feedback from all stakeholders and the results are taken into consideration for future change or sustainment of an existing change.
   - The school board receives periodic updates about the achievement levels at the school and is kept up to date with academic status of all 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 are described within the body of the report and summarized here.

1. The return to school has been a challenge for the entire school community. The social emotional health including instances of anxiety and depression have been a high concern at the school. In addition, the school has observed some slides in academic achievement for some students and have worked to address these. Examples include too much time on technology, knowledge gaps, and early literacy skills and practice.

2. It has been determined that the special population of students within the Free and Reduced Lunch category and the number of EL students is well below that of the local district and the SPCSA. Although the school implemented a weighted lottery, the changes in these demographics continue to be a concern. SPCSA staff noted that the school leadership team attributes these demographic gaps, at least in part, to hybrid learning requirements during the 2020 – 21 school year.

3. Students raised concerns regarding the levels of adult supervision on the playground and in the lunchroom. When they were asked if they had any suggestions, one student said, "At recess it would be nice if there were more staff on the playground. This is because one student was getting bullied and now that a teacher knows about it, it has stopped. There are some problems and drama out on the playground including fights. I think having more adults outside would help this not to take place." Because it is in the best interest of the school, students, and families that students feel safe, this is a challenge at the school.

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. Prioritize improving student and staff to be more representative of the local district and the SPCSA. The school should pay particular attention to these special populations: FRL, and English Language Learners. Validation Day numbers indicate that the school served 8.3% of students who qualify for Free or Reduced Lunch last year. This number has gone down to 6.4% for the 2021 – 22 school year. Additionally, data indicates that the school serves less than ten students classified as English Language Learners. These numbers are well below the averages for Washoe County (14.1%) and, SPCSA in Washoe County (8.3%) as well as the state (13.7). DANN should continue to focus on strategic methods to increase these numbers during the 2022-23 school year through the weighted lottery. DANN should also continue to make efforts to ensure that the school faculty and staff are also representative of the communities they serve.

2. The SPCSA realizes that the need for additional adults on the playground is the perception of a small group of students. Nevertheless, SPCSA staff recommends that the school leadership team take into consideration this feedback and determine if there are any solutions that can be made to change these perceptions that center on student safety.

3. The school board currently conducts an annual evaluation of the EMO through a survey. While this may meet the minimum requirements of the annual evaluation, the DANN Board should adopt a more robust tool to evaluate the performance of the contracted EMO more fully. SPCSA staff recommends that the school adopt a formal rubric, or another transparent tool that includes specific goals and measures of success. Additionally, the most recent EMO evaluation submitted to the SPCSA includes only partial feedback from less than a majority of board members, signaling that the final evaluation is limited and reflects the opinions of few members. SPCSA staff would be happy to work with the school to ensure that a more robust tool is implemented no later than the annual evaluation for the 2022 – 23 school year, and that it incorporates the feedback and findings of at least most of the governing board.

DEFICIENCIES

There were no deficiencies identified for DANN during this site evaluation.

Appendix D

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State Public Charter School Authority

Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511

Website: https://www.doralnorthernnevada.org/

Enrollment: 814

Grades Served: K-8

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Falls Far Below Standard	**Falls Far Below Standard**	**Does Not Meet Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix E

Nevada State Public
Charter School
Authority

2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for Details.

Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511
Website: https://www.doralnorthernnevada.org/
Enrollment: 899
Grades Served: K-8

2020-21

Meets the Standard

2019-20

Meets the Standard

---

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT VARIANCE	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Does Not Meet Standard	**Falls Far Below Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

Appendix F

Nevada State Public Charter School Authority
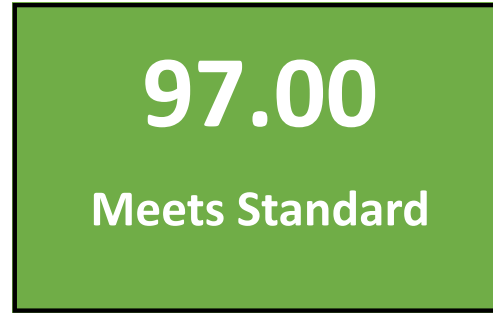
Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511

Website: https://www.doralnorthernnevada.org/

Enrollment: 814

Grades Served: k-8

2019-20

97.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

---
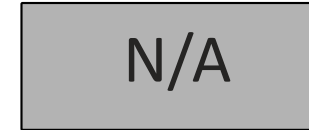
1. EDUCATION PROGRAM

17 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Appendix G

Nevada State Public Charter School Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Drive, Reno, NV 89511
Website: https://www.doralnorthernnevada.org/
Enrollment: 899
Grades Served: K-8

2020-21

100.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

---

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.