

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for
Democracy Prep at the Agassi Campus

Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 26, 2025

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1. School Overview

- a. Address:
 - i. 1201 W Lake Mead Blvd, Las Vegas, NV 89106
- b. Campus Location and Enrollment Cap:
 - i. Clark County
 - ii. Enrollment Cap:

	2024–25	2025–26
Grade Levels	K – 12	K – 12
Enrollment Cap	1310	1310

- c. Governing Board Members¹
 - i. Chair – Adam Johnson
 - ii. Vice Chair – Tara Raines
 - iii. Treasurer – Janelle Addis
 - iv. Secretary – Linda Jones Easton
 - v. Member – Arianne Yago
 - vi. Member – Maliq Kendricks
 - vii. Member – Nancy Brune
 - viii. Member – Malika El Bakkal Lees
 - ix. Member – Phillip Smith

- d. Academic Data Overview - NRS 388A.285(1)(a)²

Academic data available for the current charter term are displayed below, including:

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, 2018–19 NSPF data were applied to the 2019–20 and 2020–21 school years, and for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. Due to COVID-19 and a lack of NSPF ratings, the SPCSA did not publish Academic Framework ratings for the 2020–21 school year. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.

¹ Board Member information based on Epicenter Board Center

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA 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.

- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

³ Low-performing school identifications required of NDE under federal law ([20 USC §6311](#)).

2021–22 NSPF Index Score	Elementary: 46.5 Middle: 57.5 High: 45.2
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 53.9 / Meets Standard Middle: 69.5 / Meets Standard High: 39.1 / Does Not Meet Standard
2022–23 NSPF Index Score / Star Rating	Elementary: 35.0 / 2-star Middle: 57.0 / 3-star High: 57.0 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 44.0 / Does Not Meet Standard Middle: 69.2 / Meets Standard High: 53.2 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 19.0 / 1-star Middle: 38.5 / 2-star High: 50 / 3-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 25.4 / Does Not Meet Standard Middle: 47.1 / Does Not Meet Standard High: 43.0 / Does Not Meet Standard
Four-Year Graduation Rate	Class of 2020-21: 86.4% Class of 2021-22: 86.3% Class of 2022-23: 91.1% Class of 2023-24: 83.8%
CSI, TSI, or ATSI Identification	Elementary: ATSI (2024 identification for Students with Disabilities group) Middle: None High: None

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

Year	Findings & Framework Results
2020–21	Meets the Standard
2021–22	Notice of Concern
2022–23	Notice of Concern
2023–24	Meets the Standard

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

Year	Findings & Framework Results
2020–21	Meets Standard
2021–22	Meets Standard
2022–23	Meets Standard
2023–24	Meets Standard

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.⁴

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	63	65	64	68	66
1	83	82	81	71	89
2	85	82	91	96	77
3	97	92	87	98	99
4	89	87	100	100	97
5	95	92	98	100	101
6	129	118	130	125	126
7	108	117	124	127	111
8	119	110	121	138	125
9	80	131	140	115	82
10	70	78	108	103	84
11	45	58	65	87	77
12	35	35	49	50	71
Total	1098	1147	1258	1278	1205

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	1098	0.6	59.6	2.6	33.8	0.0	2.8	0.2	11.2	>95.0	9.4
2021-22	1147	0.4	63.2	2.0	31.6	0.0	2.2	0.2	8.2	>95.0	8.6
2022-23	1258	0.4	69.7	1.9	25.9	0.0	1.6	0.2	10.1	>95.0	10.3
2023-24	1278	0.2	75.1	1.5	21.2	0.0	1.4	0.3	8.9	>95.0	11.8
2024-25	1205	0.0	77.5	0.6	20.1	0.0	1.2	0.2	9.7	>95.0	11.2

2024-25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Clark County	16.2	95.8	14.3

⁴ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and 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.

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

The Authority Board has issued the following Notices to Democracy Prep at the Agassi Campus:

a. Academic

Democracy Prep at the Agassi Campus is currently under an Academic Notice of Breach for academic underperformance of the elementary school and an Academic Notice of Concern for academic underperformance of the middle school.

- The Academic Notice of Breach for the elementary school was issued by the Authority Board on November 15, 2024, as elevated from an Academic Notice of Concern initially issued on October 4, 2019.
- The Academic Notice of Concern for the middle school was issued by the Authority Board on November 15, 2024.

b. Financial

The Authority Board issued a Financial Notice of Concern to Democracy Prep for FY 2022 at a board meeting on May 19, 2023. The Notice was maintained, but not elevated, for FY 2023 at the board meeting on the March 1, 2024. Democracy Prep was returned to financial good standing for FY 2024 by the SPCSA at the board meeting on April 18, 2025.

c. Organizational

The Authority Board has not issued any Organizational Notices to Democracy Prep at the Agassi Campus.

d. Site Evaluations

SPCSA staff identified a deficiency of high rates of chronic absenteeism at Democracy Prep at the Agassi Campus at the site evaluation on February 25, 2025.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to [NRS 388A.285\(1\)\(b\)](#) and can be found in Appendices C and F.

3. Summary of Overall Performance

Regarding academic performance, Democracy Prep at the Agassi Campus currently offers instruction at the elementary, middle, and high school levels, grades K-12, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been mixed, with the elementary school generally not meeting state and SPCSA standards, the middle school meeting or partially meeting state and SPCSA standards, and the high school generally meeting state and SPCSA standards. The elementary school was identified in 2024 by the NDE as an Additional Targeted Support and Intervention (ATSI) school due to its Students with Disabilities group performing in the bottom five percent of statewide NSPF scores. Additionally, four-year graduation rates for the high school during the charter term have lagged the SPCSA portfolio average (excluding alternative schools). Due to academic underperformance, the elementary school is currently under an Academic Notice of Breach, while the middle school is currently under an Academic Notice of Concern. Copies of the NSPF ratings, SPCSA Academic Performance ratings, and academic Notices are included as Appendices A, B, and C.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Democracy Prep at the Agassi Campus to be improving. Though the school was issued a Notice of Concern for FY 2022, which was continued through FY2023, the organization returned to good standing for FY 2024, in which the school earned six out of eight Meets Standard ratings. Copies of the Financial Performance Framework reports and financial Notices are included as Appendices E and F.

The organizational health and performance of the school has been strong over the current charter term. Democracy Prep at the Agassi Campus earned a Meets Standard rating on all of the SPCSA Organizational Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix G.

Finally, SPCSA staff has conducted four site evaluations of Democracy Prep at the Agassi Campus during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a strong school culture, beautiful campus, and a diverse student population. Several challenges have been identified as well, including lack of consistent leadership, curricular changes, and parental representation of the school's governing board. Additionally, SPCSA identified a deficiency related to high rates of chronic absenteeism. See Appendix D for more details on the Democracy Prep at the Agassi Campus 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, 2025⁵. This template will be provided to schools no later than July 31, 2025.

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 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.

⁵ [NRS 388A.285 \(3\)](#)

5. Criteria to be Used for Making a Renewal Decision – [NRS 388A.285 \(1\)\(d\)](#)

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 Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. 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 388A.285](#)(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: Nevada School Performance Framework Star Rating
Descriptors / Score Ranges and School Reports**

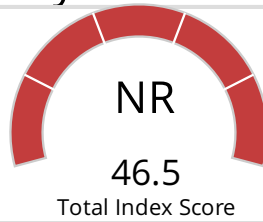
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥ 27 to <50 Middle: ≥ 29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥ 50 to <67 Middle and high: ≥ 50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥ 67 to <84 Middle: ≥ 70 to <80 High: ≥ 70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥ 84 to 100 Middle: ≥ 80 to 100 High: ≥ 82 to 100

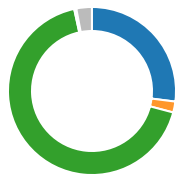
Democracy Prep at Agassi Elementary

School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 1201 W Lake Mead Blvd
 Las Vegas, NV 89106



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Warning



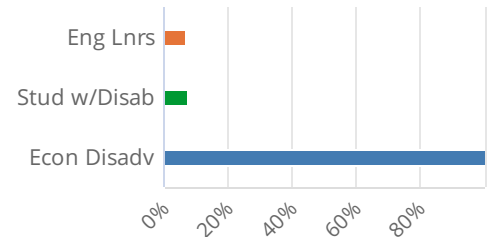
Student Race/Ethnicity

2.1% White
 67.4% BI/Afr Am
 27.0% Hisp/Latino
 0.2% Asian
 N/A% Am Ind/AK Nat
 0.2% Pac Isl
 3.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	41.0 ★★
2019-2020	41.0 ★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

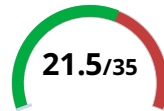
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	25.3	49.2
Math Proficiency	20.1	49.2
ELA Proficiency	34.2	55.4
Science Proficiency	13.3	30.4
Read-by-Grade-3 Proficiency	41.4	51.8



Growth Indicator

Measure	School Median	District Median
Math MGP	55.0	52.0
ELA MGP	50.0	53.0
	School Rate	District Rate
Met Math AGP Target	44.7	53.1
Met ELA AGP Target	48.4	61.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	40.4	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	39.2	21.7
Climate Survey Participation	N/A	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	44.4	40.9
Prior Non-Proficient Met ELA AGP Target	44.8	52.2

Climate Survey Participation is not a point-earning measure.



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.

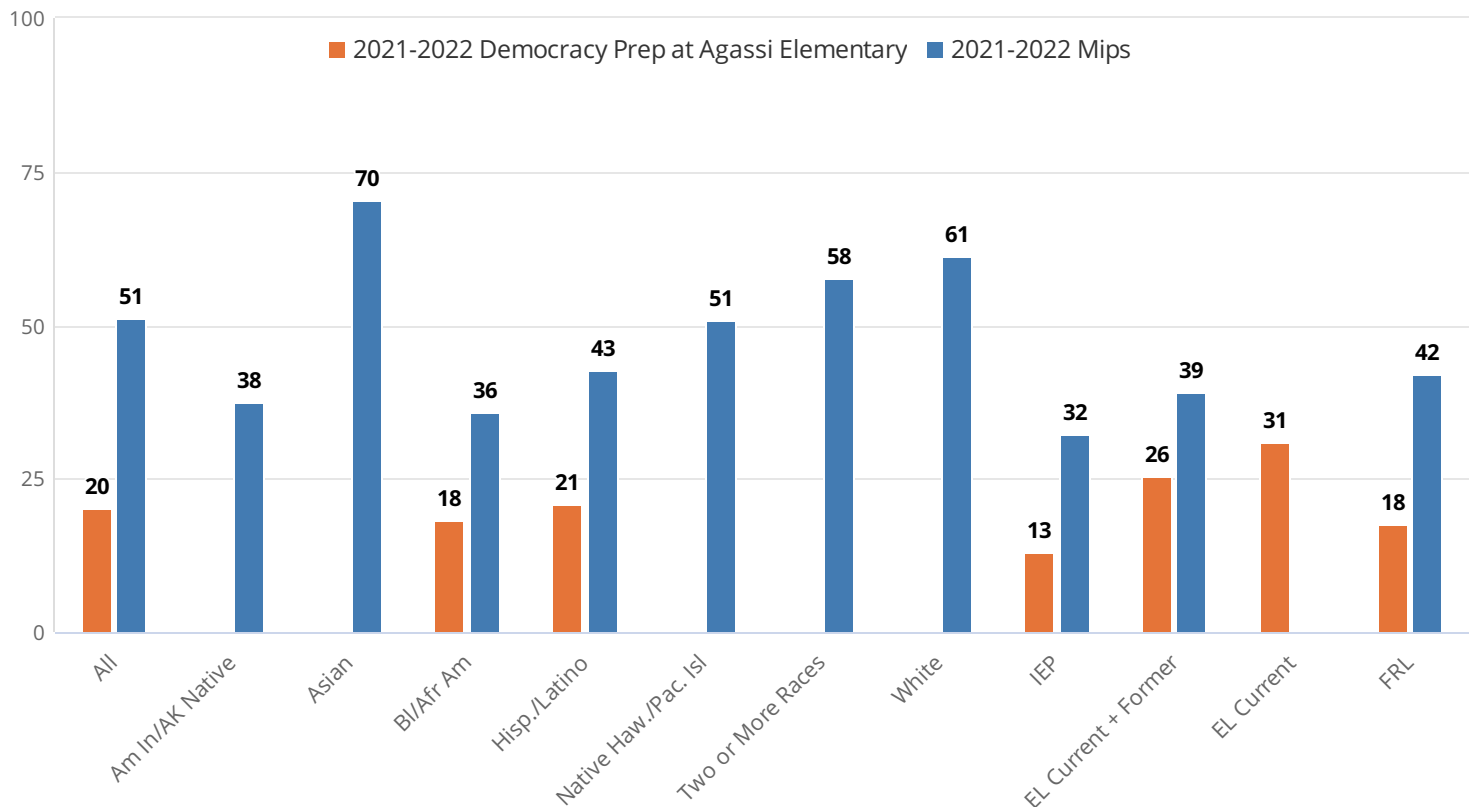
Pooled Proficiency Points Earned: 1/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	25.3	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	20.1	49.2	51.1			
American Indian/Alaska Native	N/A	28.5	37.6			
Asian	N/A	72.8	70.4			
Black/African American	18.3	30.3	35.7			
Hispanic/Latino	20.7	37.9	42.7			
Pacific Islander	N/A	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	13.1	26.3	32.1			
English Learners Current + Former	25.5	34.9	39			
English Learners Current	31.1	25.5				
Economically Disadvantaged	17.5	35.6	42			

Math Assessments % Proficient



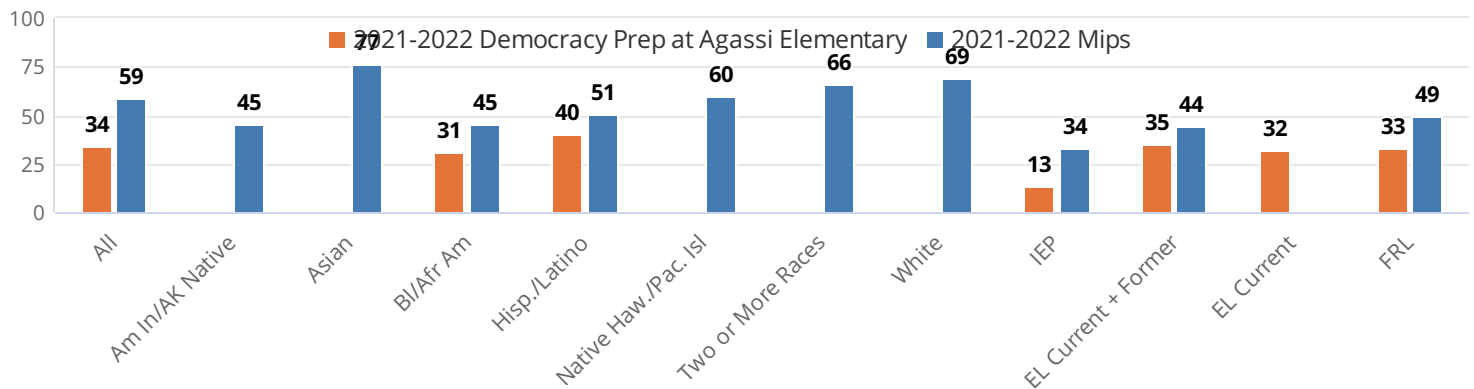


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.2	55.4	59.2			
American Indian/Alaska Native	N/A	40.8	45.4			
Asian	N/A	74.9	76.7			
Black/African American	30.7	39.8	45.4			
Hispanic/Latino	40.0	45.1	50.8			
Pacific Islander	N/A	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	13.1	25.5	33.5			
English Learners Current + Former	35.0	37.4	44.4			
English Learners Current	31.8	24.4				
Economically Disadvantaged	33.2	42.8	49.4			

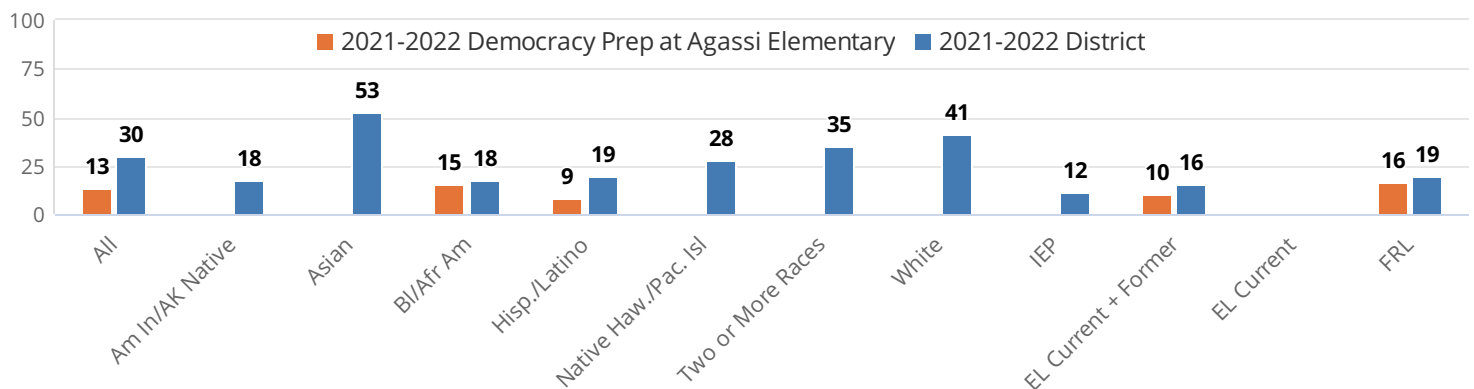
ELA Assessments % Proficient

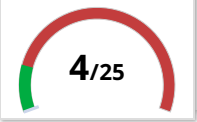


Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	13.3	30.4		
American Indian/Alaska Native	N/A	17.6		
Asian	N/A	52.9		
Black/African American	15.2	17.6		
Hispanic/Latino	8.6	19.2		
Pacific Islander	N/A	28.3		
Two or More Races	-	34.9		
White/Caucasian	-	40.8		
Special Education	-	11.6		
English Learners Current + Former	10.0	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	16.0	19.4		

Science Assessments % Proficient





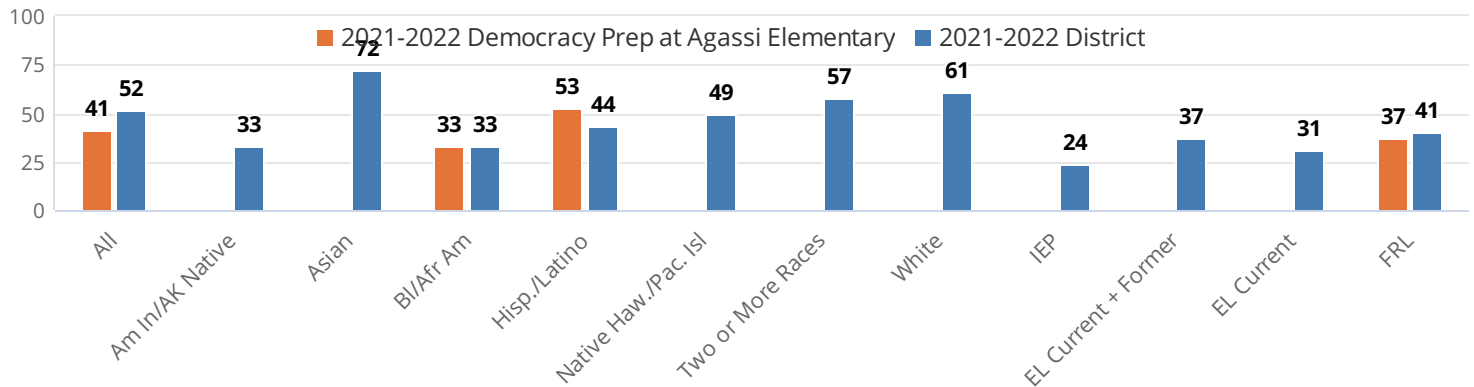
Academic Achievement

Read by Grade 3 Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	41.4	51.8		
American Indian/Alaska Native	N/A	33.3		
Asian	N/A	71.7		
Black/African American	33.3	33.0		
Hispanic/Latino	52.6	43.5		
Pacific Islander	N/A	49.2		
Two or More Races	-	57.4		
White/Caucasian	-	60.8		
Special Education	-	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	36.8	40.5		

Read by Grade 3 Points Earned: 3/5

Read by Grade 3 % Proficient

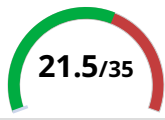


**Academic Achievement****Participation on State Assessments**

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:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	82.6%	89.0%		
American Indian/Alaska Native	N/A	N/A		
Asian	N/A	N/A		
Black/African American	81.3%	86.8%		
Hispanic/Latino	87.3%	94.3%		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	92.5%	>=95%		
Economically Disadvantaged	84.2%	88.7%		



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: 7/10

ELA MGP Points Earned: 5/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	55.0	52.0	50.0	53.0				
American Indian/Alaska Native	N/A	54.0	N/A	60.5				
Asian	N/A	60.0	N/A	59.0				
Black/African American	52.0	49.0	41.0	53.0				
Hispanic/Latino	57.0	49.0	66.0	51.0				
Pacific Islander	N/A	57.0	N/A	57.0				
Two or More Races	-	54.5	-	53.0				
White/Caucasian	-	55.0	-	55.0				
Special Education	-	46.0	-	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	56.0	49.0	47.0	49.0				


AGP Growth Data

Math AGP Points Earned: 6/7.5

ELA AGP Points Earned: 3.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	44.7	53.1	48.4	61.2				
American Indian/Alaska Native	N/A	45.7	N/A	66.6				
Asian	N/A	68.8	N/A	73.9				
Black/African American	40.8	41.8	42.5	55.8				
Hispanic/Latino	56.2	45.0	64.7	55.4				
Pacific Islander	N/A	50.4	N/A	61.9				
Two or More Races	-	59.6	-	62.7				
White/Caucasian	-	59.6	-	65.1				
Special Education	-	35.9	-	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	46.0	43.7	43.7	53.5				

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

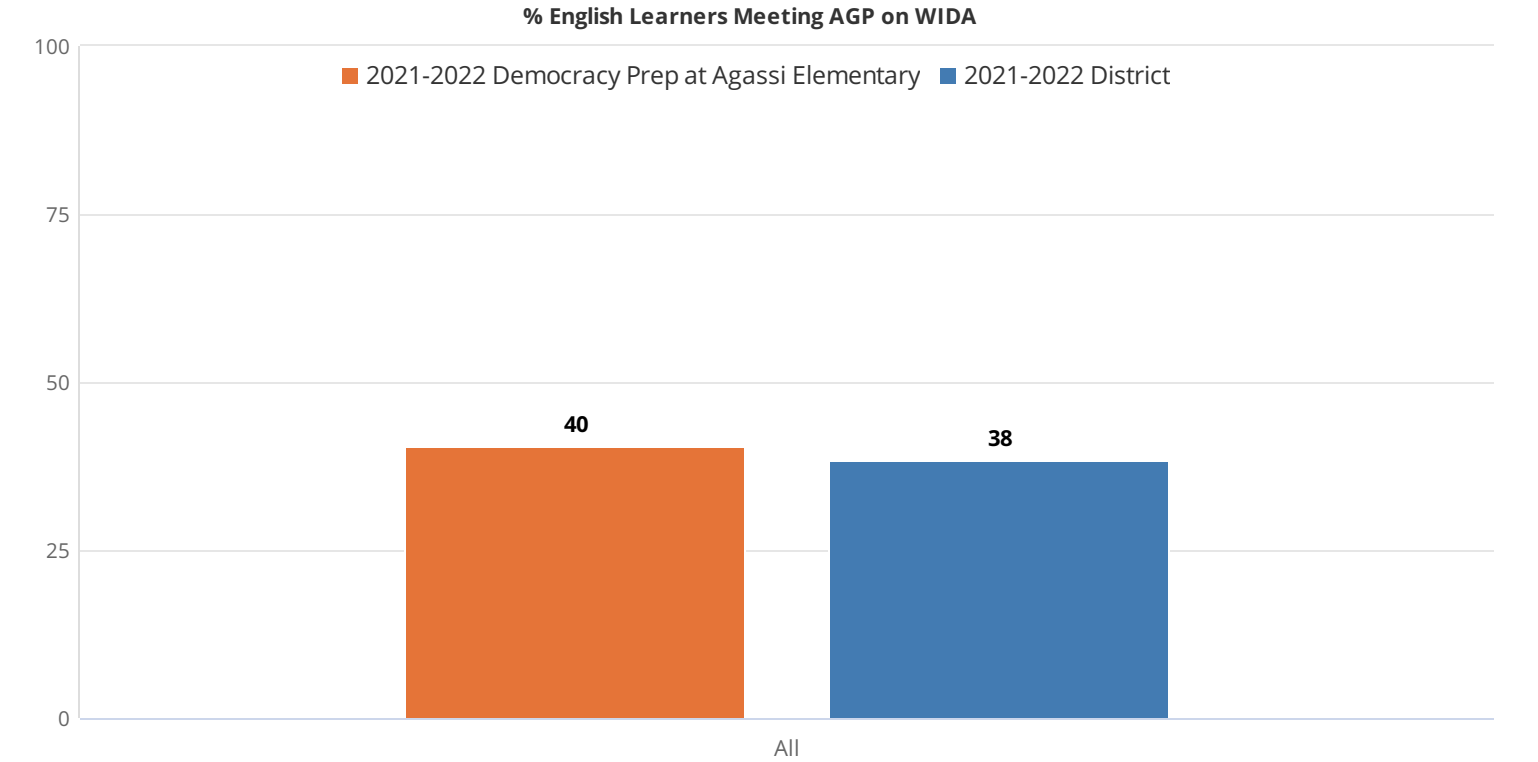


English Language

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: 4/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	42	40.4	38.4			



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



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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 7/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	44.4	40.9	44.8	52.2				
American Indian/Alaska Native	N/A	40.7	N/A	57.6				
Asian	N/A	50.6	N/A	63.3				
Black/African American	40.0	36.1	42.8	49.4				
Hispanic/Latino	56.2	36.3	53.8	49.2				
Pacific Islander	N/A	43.2	N/A	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	-	47.9	N/A	55.2				
Special Education	-	27.6	-	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	45.6	35.5	37.8	47.6				



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.

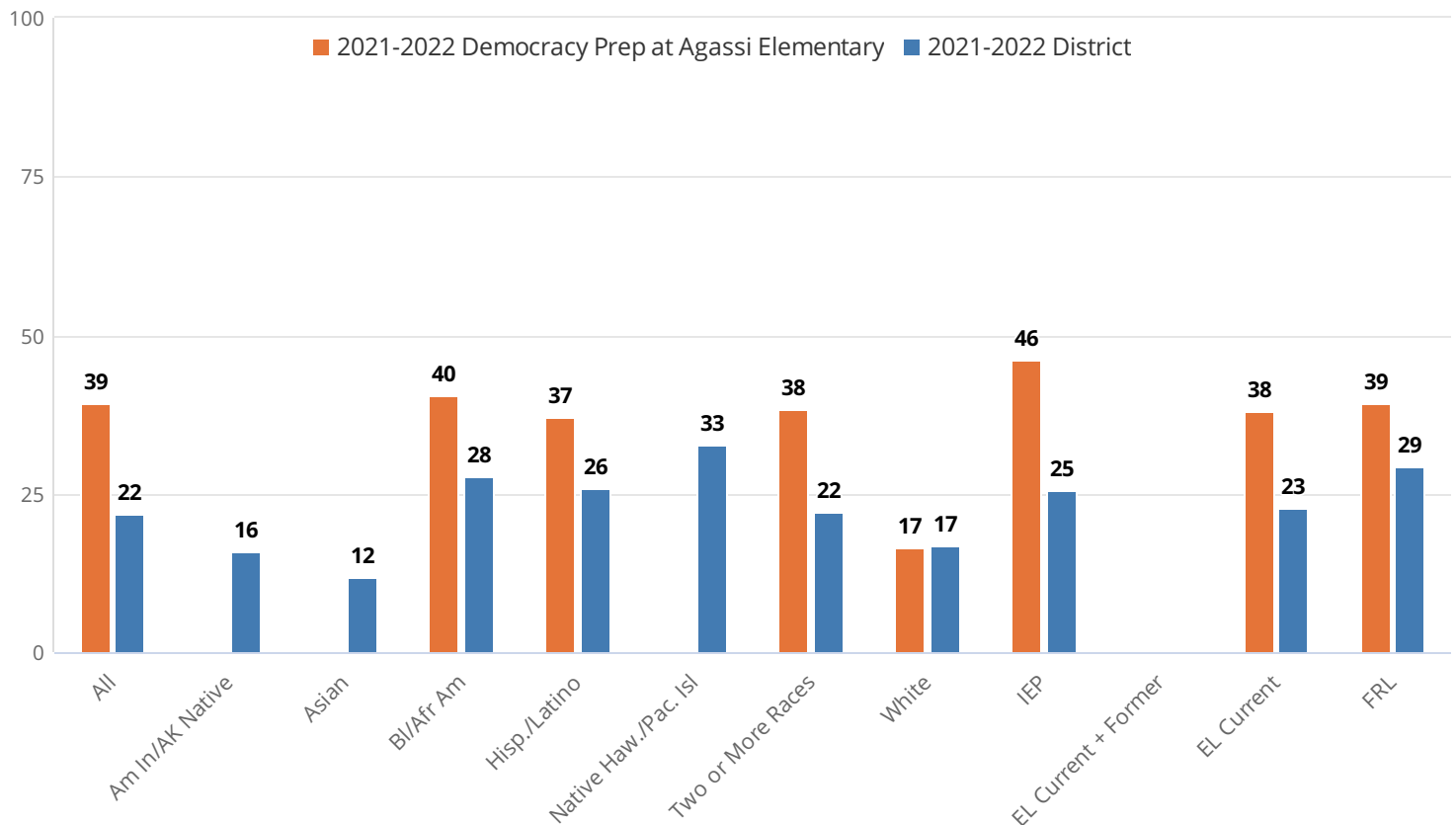
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	39.2	21.7		
American Indian/Alaska Native	N/A	15.8		
Asian	-	11.9		
Black/African American	40.4	27.6		
Hispanic/Latino	37.2	25.8		
Pacific Islander	-	32.8		
Two or More Races	38.4	22.2		
White/Caucasian	16.6	16.9		
Special Education	46.1	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	38.0	22.6		
Economically Disadvantaged	39.2	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA

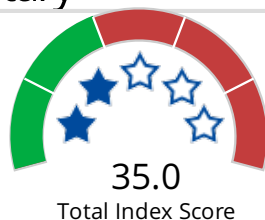
Chronic Absenteeism Rate (%)



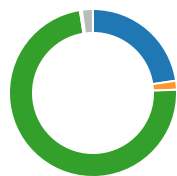
Democracy Prep at Agassi Elementary

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 1201 W Lake Mead Blvd
 Las Vegas, NV 89106



School Type: *SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Penalty*



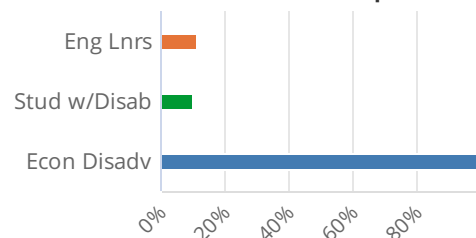
Student Race/Ethnicity

1.7% White
 72.9% BI/Afr Am
 22.6% Hisp/Latino
 0.3% Asian
 N/A% Am Ind/AK Nat
 0.1% Pac Isl
 2.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	46.5 NR
2020-2021	41.0 ★★

Additional Student Groups



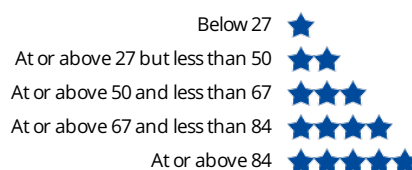
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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?



2022-2023 School Performance



Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	30.6	50.0
Math Proficiency	32.9	52.0
ELA Proficiency	36.8	54.6
Science Proficiency	6.9	29.8
Read-by-Grade-3 Proficiency	41.4	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	72.5	55.0
ELA MGP	51.0	55.0
School Rate		District Rate
Met Math AGP Target	49.2	50.8
Met ELA AGP Target	40.4	52.9



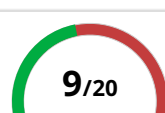
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	30.2	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	36.7	22.9
Climate Survey Participation	78.0	N/A

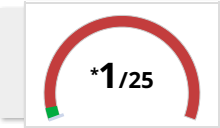


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	35.6	31.9
Prior Non-Proficient Met ELA AGP Target	27.9	37.1

* Lost 5 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

*Participation Penalty

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.

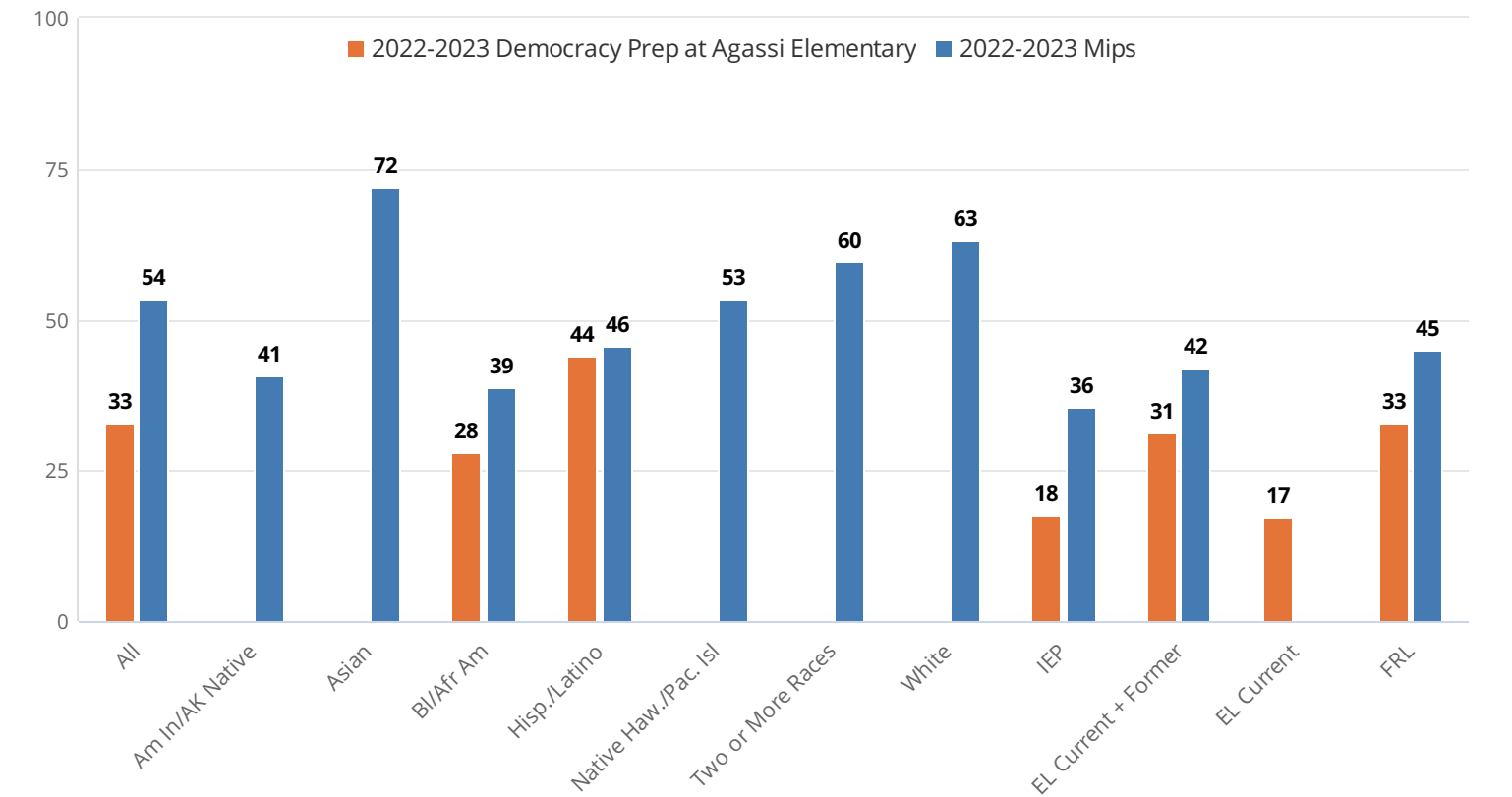
Pooled Proficiency Points Earned: 3/20


	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.6	50.0	25.3	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	32.9	52.0	53.5	20.1	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	N/A	74.5	71.9	N/A	72.8	70.4
Black/African American	28.0	31.4	38.9	18.3	30.3	35.7
Hispanic/Latino	44.0	42.2	45.5	20.7	37.9	42.7
Pacific Islander	N/A	49.0	53.4	N/A	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	17.5	29.1	35.5	13.1	26.3	32.1
English Learners Current + Former	31.2	38.1	42	25.5	34.9	39
English Learners Current	17.3	27.6		31.1	25.5	
Economically Disadvantaged	32.9	39.0	44.9	17.5	35.6	42

Math Assessments
% Proficient



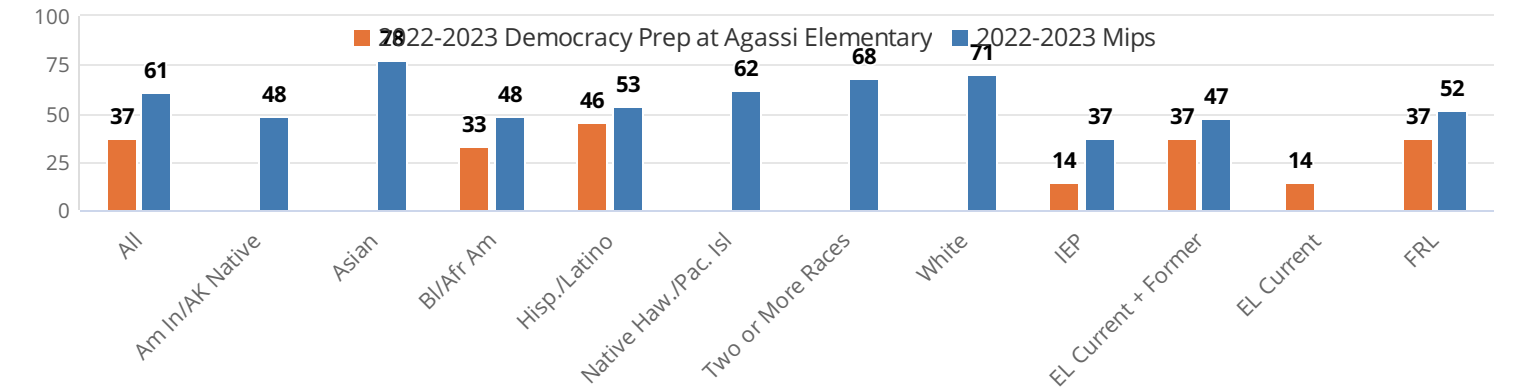


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	36.8	54.6	61.2	34.2	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	N/A	74.1	77.8	N/A	74.9	76.7
Black/African American	33.1	37.5	48.2	30.7	39.8	45.4
Hispanic/Latino	45.6	45.9	53.2	40.0	45.1	50.8
Pacific Islander	N/A	49.0	62	N/A	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	14.0	27.4	36.8	13.1	25.5	33.5
English Learners Current + Former	36.6	37.6	47.2	35.0	37.4	44.4
English Learners Current	14.2	24.1		31.8	24.4	
Economically Disadvantaged	36.8	42.0	51.9	33.2	42.8	49.4

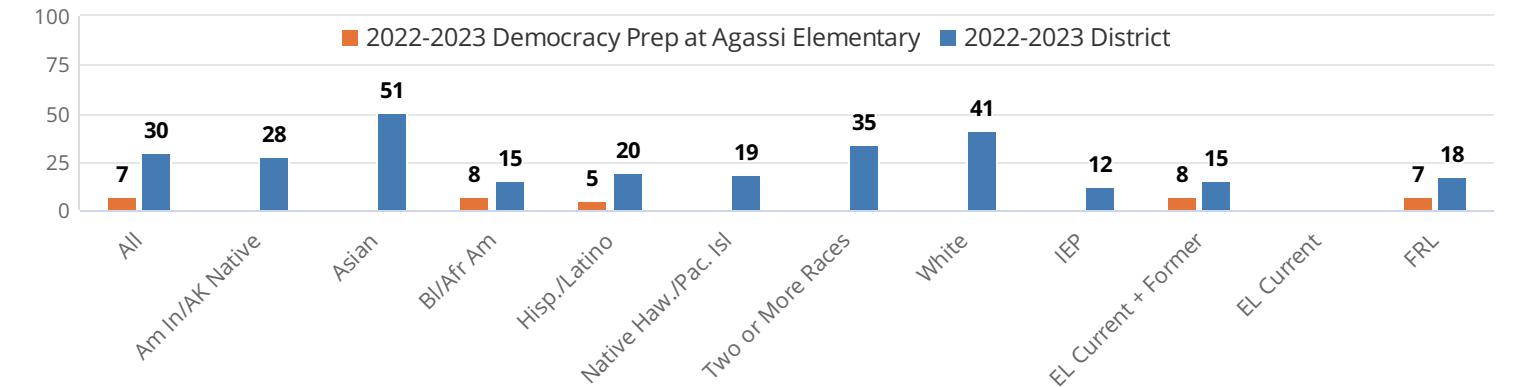
ELA Assessments
% Proficient




Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	6.9	29.8	13.3	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	N/A	51.0	N/A	52.9
Black/African American	7.5	15.3	15.2	17.6
Hispanic/Latino	5.0	19.5	8.6	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	N/A	34.5	-	34.9
White/Caucasian	N/A	40.9	-	40.8
Special Education	-	12.2	-	11.6
English Learners Current + Former	7.6	15.1	10.0	15.8
English Learners Current	-	<5	-	<5
Economically Disadvantaged	6.9	17.6	16.0	19.4

Science Assessments
% Proficient





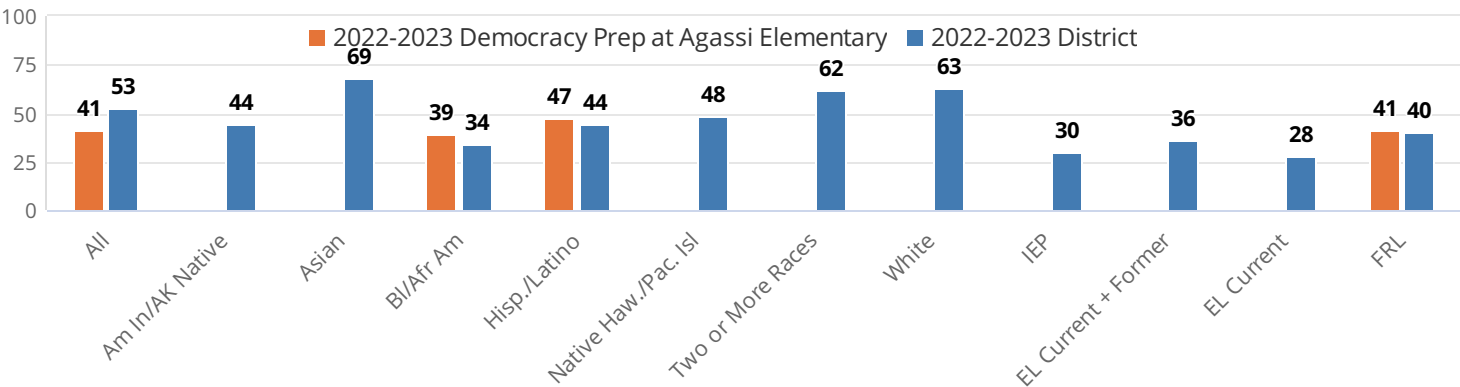
Academic Achievement
*Participation Penalty


Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	41.4	52.6	41.4	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	N/A	68.5	N/A	71.7
Black/African American	38.7	33.9	33.3	33.0
Hispanic/Latino	47.3	44.2	52.6	43.5
Pacific Islander	N/A	48.4	N/A	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	N/A	62.5	-	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	41.4	40.3	36.8	40.5

Read by Grade 3 Points Earned: 3/5

Read by Grade 3
% Proficient





Academic Achievement

*Participation Penalty

Participation on State Assessments

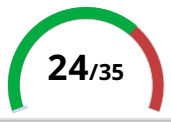
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will 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: 5

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	94.9%	82.6%	89.0%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	>=95%	94.6%	81.3%	86.8%
Hispanic/Latino	>=95%	>=95%	87.3%	94.3%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	93.3%	83.3%	-	-
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	92.5%	>=95%
Economically Disadvantaged	>=95%	94.9%	84.2%	88.7%

'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.



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: 6/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	72.5	55.0	51.0	55.0	55.0	52.0	50.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	N/A	61.0	N/A	61.0	N/A	60.0	N/A	59.0
Black/African American	72.0	52.0	48.5	50.0	52.0	49.0	41.0	53.0
Hispanic/Latino	77.0	54.0	59.0	53.0	57.0	49.0	66.0	51.0
Pacific Islander	N/A	60.5	N/A	55.5	N/A	57.0	N/A	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	-	56.0	-	57.0	-	55.0	-	55.0
Special Education	53.0	49.0	54.0	51.0	-	46.0	-	43.0
English Learners Current + Former	73.0	55.0	65.0	54.0	-	47.0	-	49.0
English Learners Current	69.0	54.0	58.5	53.0	-	44.0	-	44.0
Economically Disadvantaged	72.5	54.0	51.0	53.0	56.0	49.0	47.0	49.0


AGP Growth Data

Math AGP Points Earned: 6.5/7.5

ELA AGP Points Earned: 1.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	49.2	50.8	40.4	52.9	44.7	53.1	48.4	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	N/A	66.5	N/A	67.6	N/A	68.8	N/A	73.9
Black/African American	45.0	38.1	35.5	42.1	40.8	41.8	42.5	55.8
Hispanic/Latino	57.5	43.8	51.4	46.9	56.2	45.0	64.7	55.4
Pacific Islander	N/A	52.8	N/A	51.4	N/A	50.4	N/A	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	-	58.8	-	58.9	-	59.6	-	65.1
Special Education	26.6	32.3	30.7	34.0	-	35.9	-	41.3
English Learners Current + Former	58.3	41.8	60.8	43.1	-	41.2	-	52.0
English Learners Current	43.7	33.5	42.8	33.8	-	32.5	-	43.1
Economically Disadvantaged	49.2	43.0	40.4	45.2	46.0	43.7	43.7	53.5

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



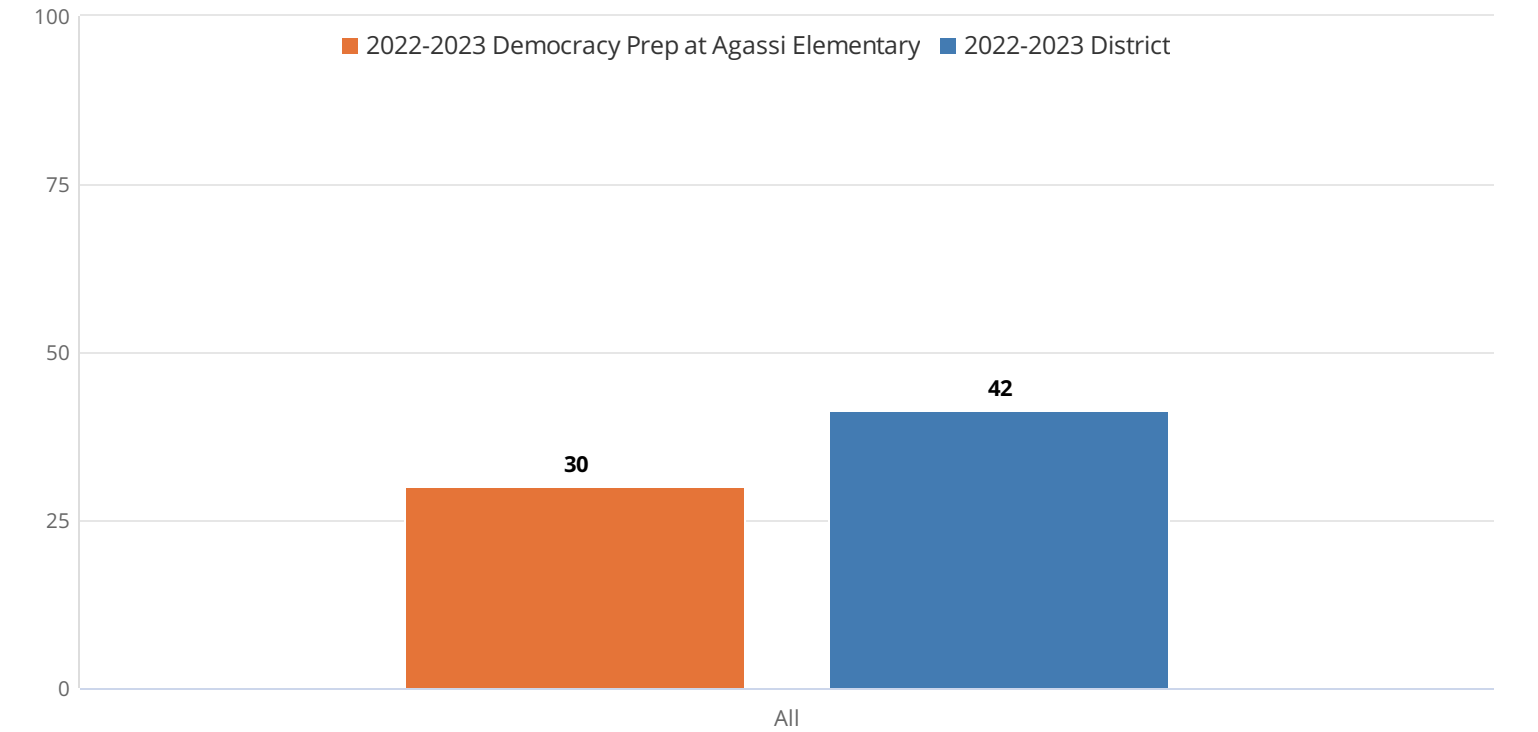
English Language

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: 1/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	43	30.2	41.5	42	40.4	38.4

% English Learners Meeting AGP on WIDA



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



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.

Groups	Math AGP Points Earned: 7/10				ELA AGP Points Earned: 2/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	35.6	31.9	27.9	37.1	44.4	40.9	44.8	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	N/A	42.0	N/A	48.2	N/A	50.6	N/A	63.3
Black/African American	33.3	25.9	25.0	29.9	40.0	36.1	42.8	49.4
Hispanic/Latino	41.6	29.9	46.6	34.4	56.2	36.3	53.8	49.2
Pacific Islander	N/A	33.3	N/A	41.2	N/A	43.2	N/A	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	N/A	55.2
Special Education	23.0	20.8	30.0	25.2	-	27.6	-	35.9
English Learners Current + Former	47.3	27.5	53.8	31.6	N/A	N/A	N/A	N/A
English Learners Current	40.0	25.4	45.4	30.3	-	27.6	-	41.7
Economically Disadvantaged	35.6	28.7	27.9	33.1	45.6	35.5	37.8	47.6

0/10

Student Engagement

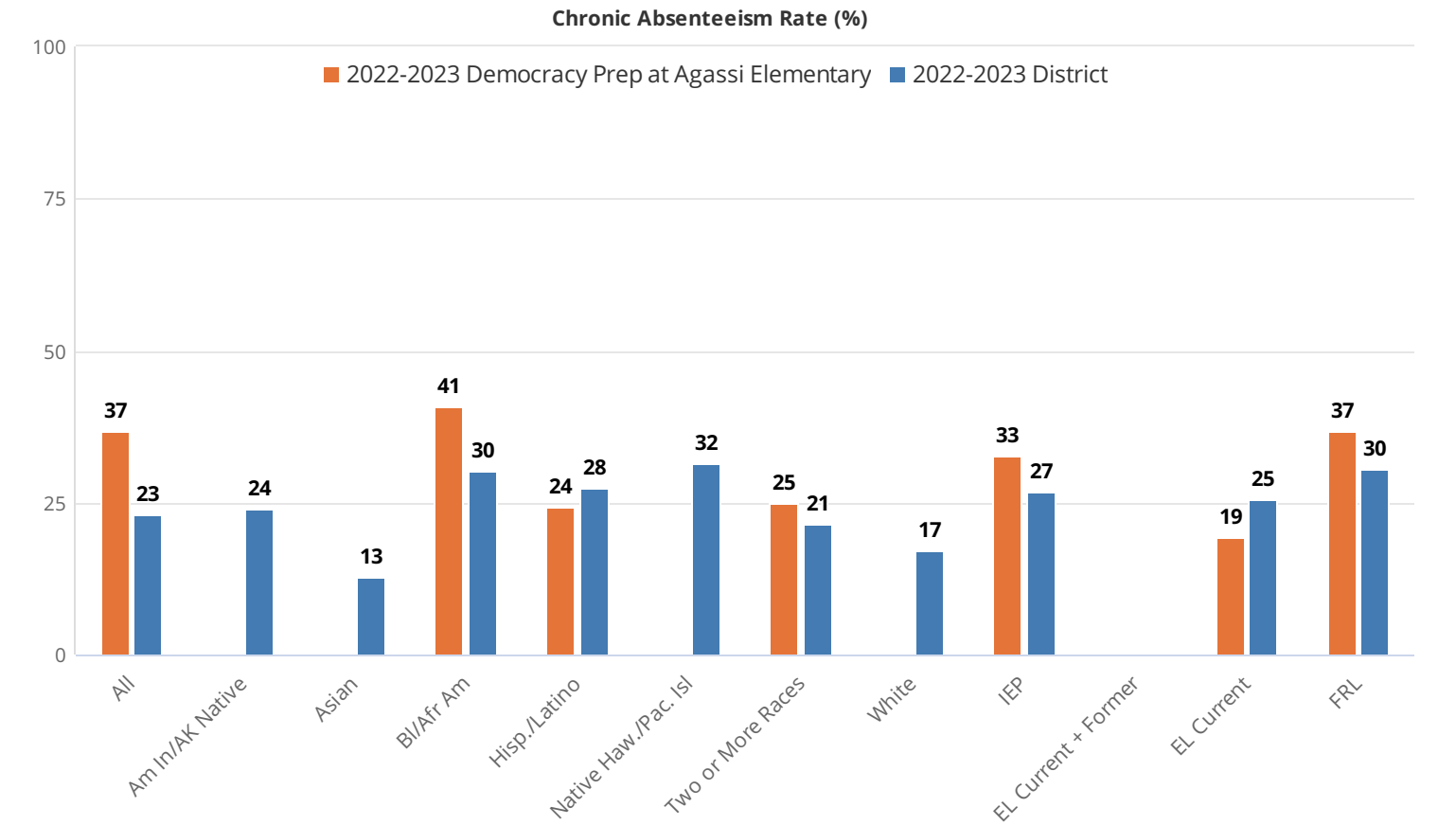
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Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	36.7	22.9	39.2	21.7
American Indian/Alaska Native	N/A	24.0	N/A	15.8
Asian	-	12.9	-	11.9
Black/African American	40.9	30.1	40.4	27.6
Hispanic/Latino	24.3	27.5	37.2	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	25.0	21.4	38.4	22.2
White/Caucasian	-	17.1	16.6	16.9
Special Education	32.8	26.7	46.1	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	19.2	25.4	38.0	22.6
Economically Disadvantaged	36.7	30.4	39.2	29.3

Reducing Chronic Absenteeism by 10% Points Earned: NA



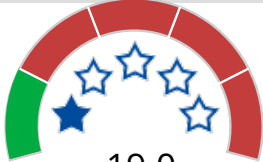
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School

Grade Levels: KG-05

District: State Public Charter School Authority

School Address: 1201 W Lake Mead Blvd Las Vegas, NV 89106




19.0
Total Index Score

School Type: SPCSA

School Designation: Additional TSI

95% Assessment Participation: Met



Student Race/Ethnicity

1.5% White

76.1% BI/Afr Am

20.0% Hisp/Latino

0.1% Asian

N/A% Am Ind/AK Nat

0.1% Pac Isl

1.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	35.0 ★★
2021-2022	46.5 NR

Additional Student Groups

Eng Lnrs	0%
Stud w/Disab	10%
Econ Disadv	95%

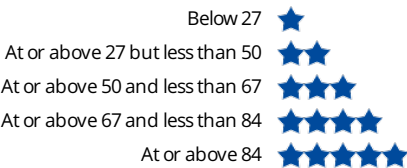
What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

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?



TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.


2023-2024 School Performance



2/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	24.6	48.3
Math Proficiency	27.1	51.2
ELA Proficiency	28.0	54.6
Science Proficiency	7.6	21.2
Read-by-Grade-3 Proficiency	20.2	51.2




10/35

Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	52.0
ELA MGP	47.0	54.0


	School Rate	District Rate
Met Math AGP Target	24.0	44.4
Met ELA AGP Target	42.1	54.0



3/10

English Language Proficiency Indicator

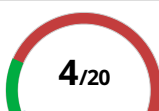
Measure	School Rate	District Rate
Met EL AGP Target	38.2	48.4



0/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	49.9	20.7
Climate Survey Participation	84.0	N/A

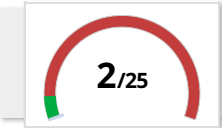


4/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.5	22.5
Prior Non-Proficient Met ELA AGP Target	32.5	36.5

Climate Survey Participation is not a point-earning measure.



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: 1/20

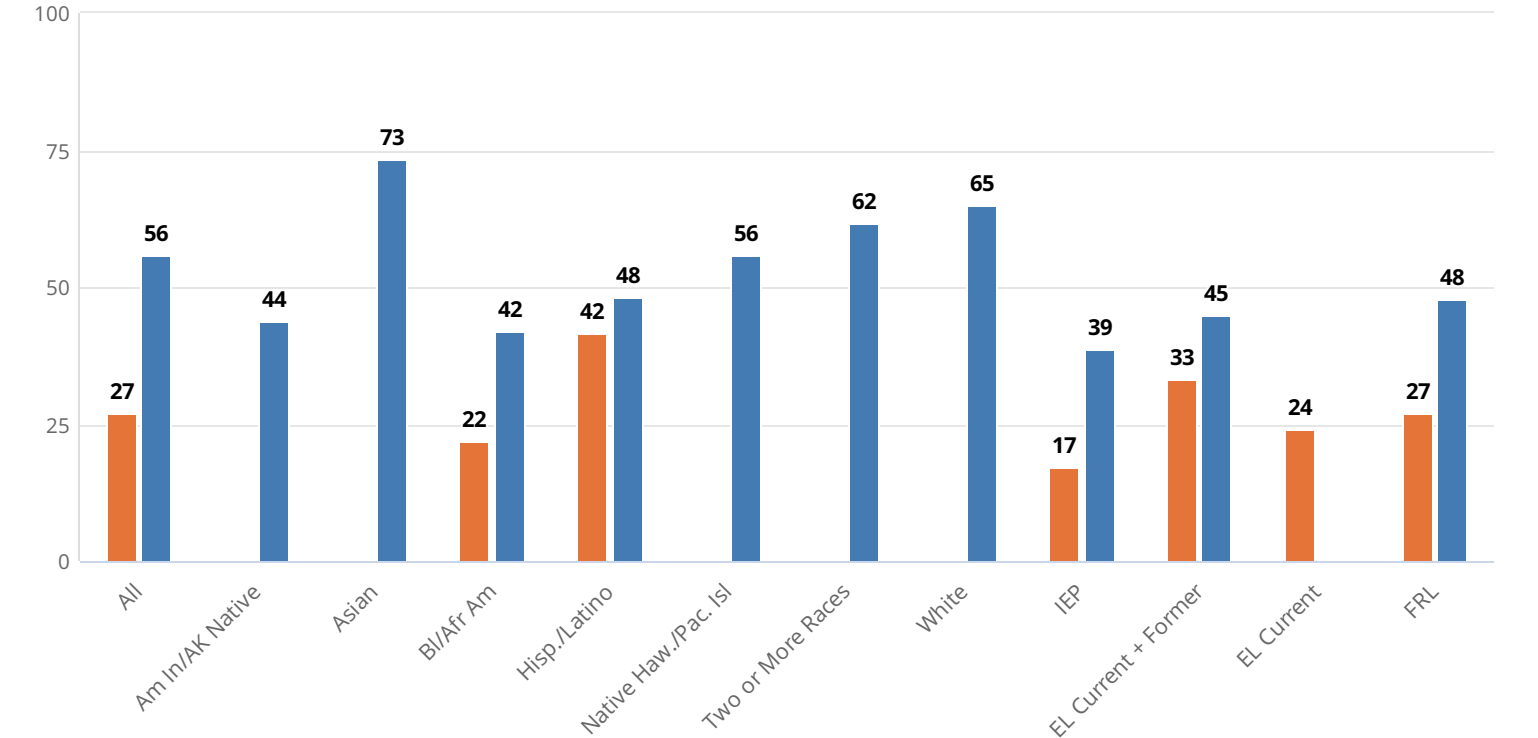
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	24.6	48.3	30.6	50.0

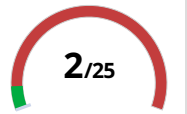
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	27.1	51.2	55.8	32.9	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	N/A	74.8	73.3	N/A	74.5	71.9
Black/African American	22.0	31.7	42	28.0	31.4	38.9
Hispanic/Latino	41.6	41.7	48.2	44.0	42.2	45.5
Pacific Islander	-	45.9	55.7	N/A	49.0	53.4
Two or More Races	-	57.2	61.6	-	57.8	59.6
White/Caucasian	-	62.7	65.1	-	63.7	63.3
Special Education	17.0	26.9	38.8	17.5	29.1	35.5
English Learners Current + Former	33.3	38.7	44.9	31.2	38.1	42
English Learners Current	24.1	27.5		17.3	27.6	
Economically Disadvantaged	27.1	40.4	47.7	32.9	39.0	44.9

Math Assessments
% Proficient

2023-2024 Democracy Prep at Agassi Elementary 2023-2024 Mips



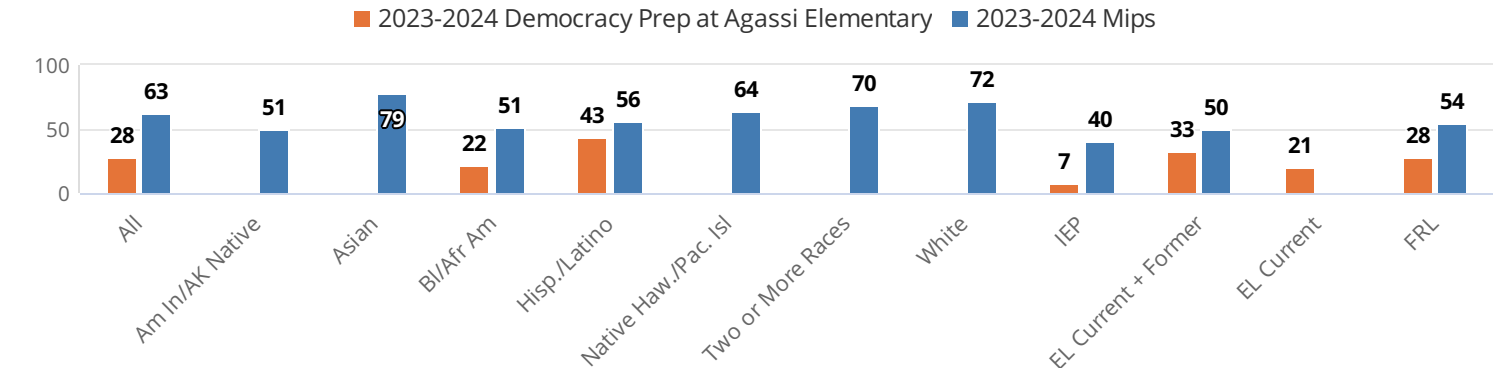


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	28.0	54.6	63.1	36.8	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	N/A	75.3	78.9	N/A	74.1	77.8
Black/African American	22.3	36.5	50.8	33.1	37.5	48.2
Hispanic/Latino	43.3	46.0	55.6	45.6	45.9	53.2
Pacific Islander	-	48.3	63.9	N/A	49.0	62
Two or More Races	-	60.4	69.5	-	60.7	67.9
White/Caucasian	-	65.2	72.1	-	64.4	70.6
Special Education	7.1	25.8	39.9	14.0	27.4	36.8
English Learners Current + Former	33.3	39.5	49.8	36.6	37.6	47.2
English Learners Current	20.6	25.3		14.2	24.1	
Economically Disadvantaged	28.0	44.1	54.4	36.8	42.0	51.9

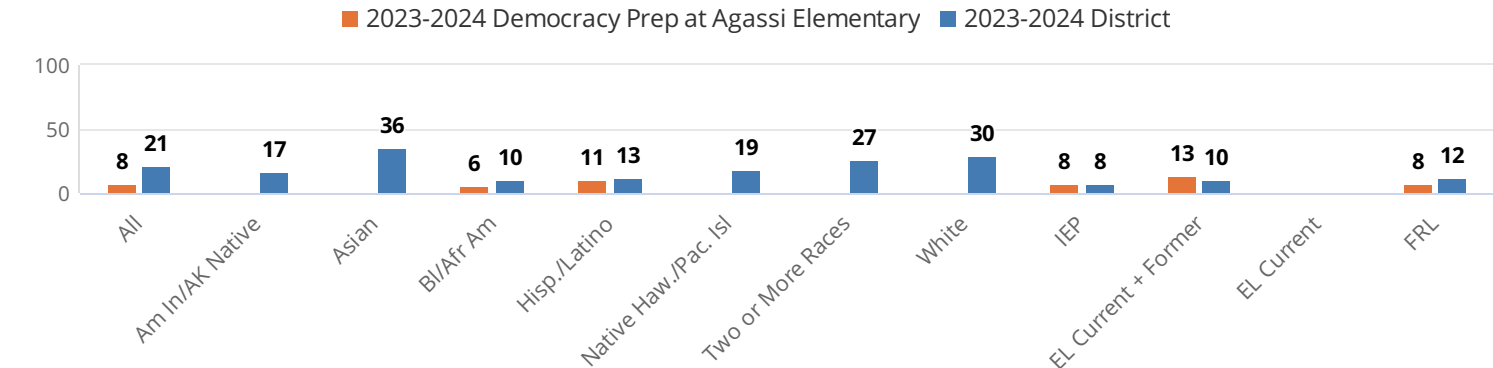
ELA Assessments
% Proficient



Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	7.6	21.2	6.9	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	N/A	35.5	N/A	51.0
Black/African American	5.7	10.4	7.5	15.3
Hispanic/Latino	10.5	12.9	5.0	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	-	27.2	N/A	34.5
White/Caucasian	-	29.6	N/A	40.9
Special Education	7.6	7.6	-	12.2
English Learners Current + Former	13.3	10.4	7.6	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	7.6	12.4	6.9	17.6

Science Assessments
% Proficient





Academic Achievement

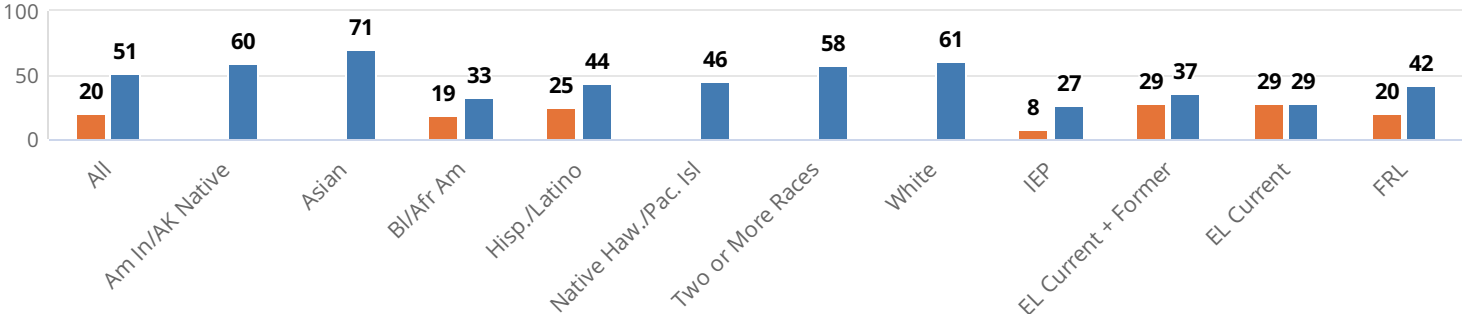
Read by Grade 3 Proficient


Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	20.2	51.2	41.4	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	N/A	71.0	N/A	68.5
Black/African American	18.5	32.7	38.7	33.9
Hispanic/Latino	25.0	43.7	47.3	44.2
Pacific Islander	-	45.9	N/A	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	N/A	62.5
Special Education	7.6	27.0	-	29.5
English Learners Current + Former	28.5	36.6	-	36.1
English Learners Current	28.5	28.5	-	27.6
Economically Disadvantaged	20.2	42.4	41.4	40.3

Read by Grade 3 Points Earned: 1/5

Read by Grade 3
% Proficient

2023-2024 Democracy Prep at Agassi Elementary 2023-2024 District





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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	94.9%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	>=95%	>=95%	>=95%	94.6%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	93.3%	83.3%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	94.9%



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: 3/10				ELA MGP Points Earned: 4/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	41.0	52.0	47.0	54.0	72.5	55.0	51.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	N/A	57.0	N/A	62.0	N/A	61.0	N/A	61.0
Black/African American	40.0	46.0	50.0	49.0	72.0	52.0	48.5	50.0
Hispanic/Latino	47.0	50.0	45.0	52.0	77.0	54.0	59.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	N/A	60.5	N/A	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	-	56.0	-	57.0
Special Education	32.0	46.0	29.0	48.0	53.0	49.0	54.0	51.0
English Learners Current + Former	54.0	53.0	41.0	53.0	73.0	55.0	65.0	54.0
English Learners Current	49.5	49.0	33.0	51.0	69.0	54.0	58.5	53.0
Economically Disadvantaged	41.0	51.0	47.0	52.0	72.5	54.0	51.0	53.0

AGP Growth Data		Math AGP Points Earned: 1/7.5				ELA AGP Points Earned: 2/7.5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	24.0	44.4	42.1	54.0	49.2	50.8	40.4	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	N/A	63.8	N/A	69.4	N/A	66.5	N/A	67.6
Black/African American	18.8	28.9	37.9	41.4	45.0	38.1	35.5	42.1
Hispanic/Latino	38.0	36.9	53.6	48.1	57.5	43.8	51.4	46.9
Pacific Islander	N/A	42.7	N/A	51.1	N/A	52.8	N/A	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	-	58.8	-	58.9
Special Education	7.4	27.2	24.0	32.4	26.6	32.3	30.7	34.0
English Learners Current + Former	37.5	38.8	47.8	46.0	58.3	41.8	60.8	43.1
English Learners Current	14.2	27.5	23.0	35.8	43.7	33.5	42.8	33.8
Economically Disadvantaged	24.0	36.5	42.1	46.7	49.2	43.0	40.4	45.2

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



English Language

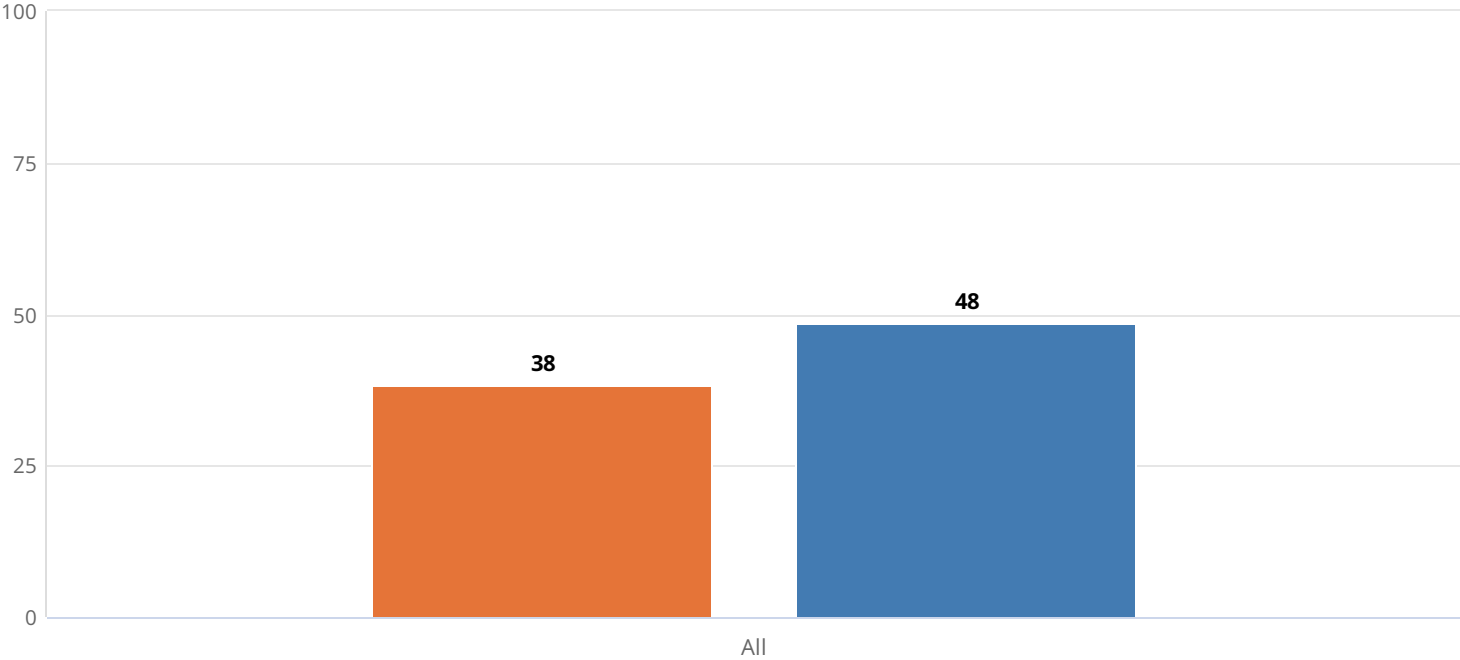
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 3/10


	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	47	38.2	48.4	43	30.2	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Democracy Prep at Agassi Elementary 2023-2024 District



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



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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 3/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	12.5	22.5	32.5	36.5	35.6	31.9	27.9	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	12.3	15.8	32.6	29.4	33.3	25.9	25.0	29.9
Hispanic/Latino	14.2	20.4	34.7	34.4	41.6	29.9	46.6	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	N/A	27.2	N/A	43.4	-	37.8	-	42.6
Special Education	<5	14.6	21.7	23.4	23.0	20.8	30.0	25.2
English Learners Current + Former	18.7	23.3	29.4	34.1	47.3	27.5	53.8	31.6
English Learners Current	8.3	20.0	16.6	31.2	40.0	25.4	45.4	30.3
Economically Disadvantaged	12.5	20.8	32.5	33.4	35.6	28.7	27.9	33.1

'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.

0/10

Student Engagement

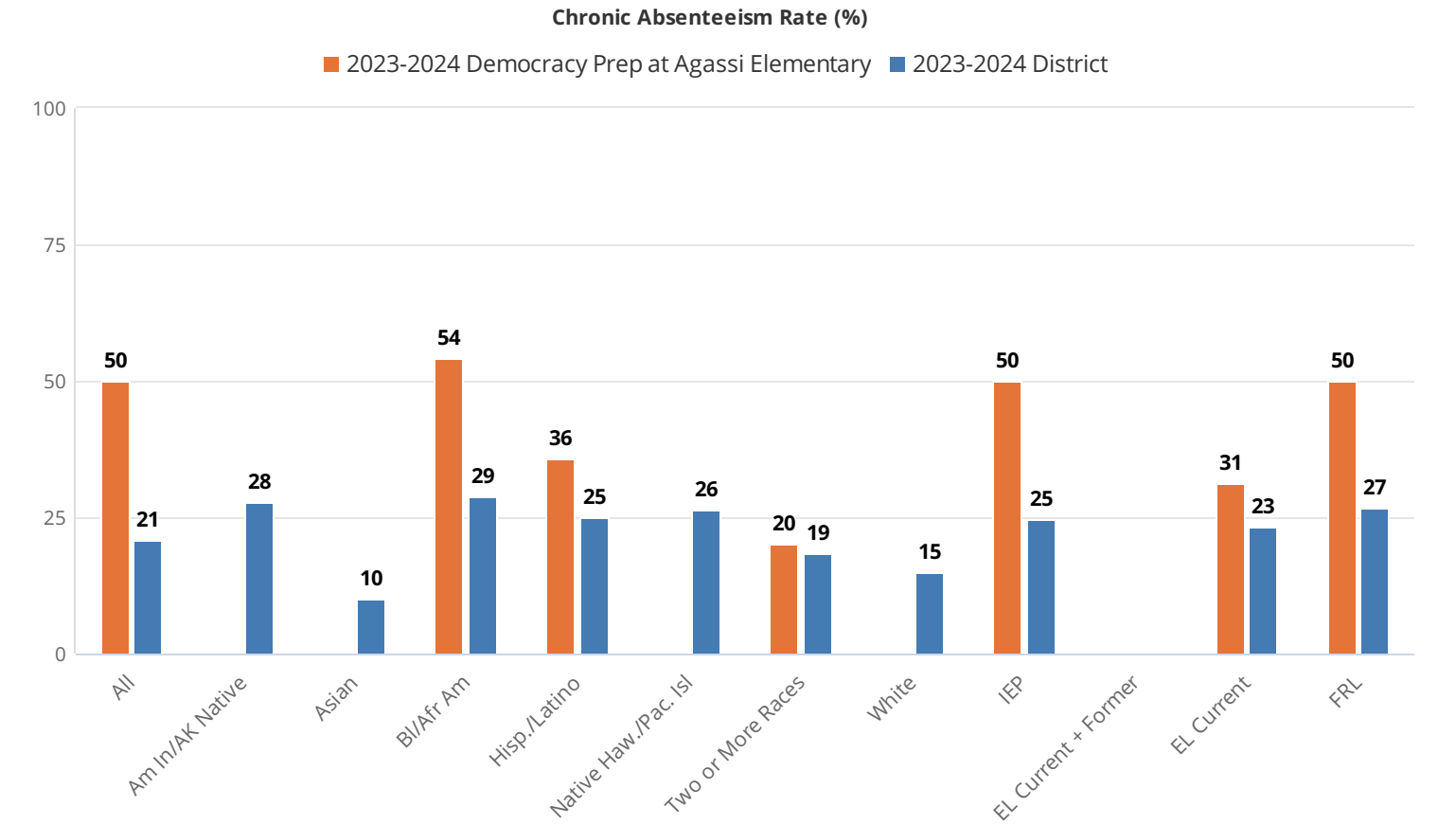
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	49.9	20.7	36.7	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	-	10.0	-	12.9
Black/African American	54.0	28.9	40.9	30.1
Hispanic/Latino	35.6	25.0	24.3	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	20.0	18.5	25.0	21.4
White/Caucasian	-	14.9	-	17.1
Special Education	50.0	24.7	32.8	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	31.4	23.1	19.2	25.4
Economically Disadvantaged	49.9	26.8	36.7	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA



'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.

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.7			
Populations	Baseline NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)	NSPF Index Score (2026-2027)
Am Indian	*			
Asian	*			
African American	17.2			
Hispanic	36.1			
Pacific Islander	*			
Multi Race	*			
White	*			
SpEd	6.1			
English Learner	*			
Econ Disadv	17.7			

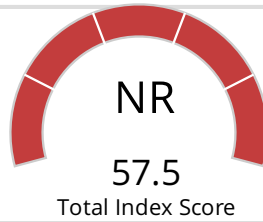
* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

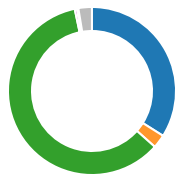
Democracy Prep at Agassi Middle

School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: 06-08
District: State Public Charter School Authority
School Address: 1201 W Lake Mead Blvd
 Las Vegas, NV 89106



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Warning



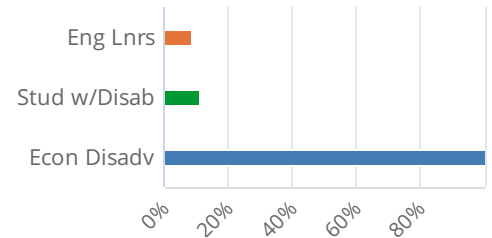
Student Race/Ethnicity

2.6% White
 60.0% BI/Afr Am
 33.9% Hisp/Latino
 0.5% Asian
 N/A% Am Ind/AK Nat
 0.2% Pac Isl
 2.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	82.5 ★★★★★
2019-2020	82.5 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

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.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	26.1	46.6
Math Proficiency	18.5	36.5
ELA Proficiency	31.1	57.3
Science Proficiency	34.3	44.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	63.0	56.0
ELA MGP	62.0	55.0
School Rate		District Rate
Met Math AGP Target	35.5	40.8
Met ELA AGP Target	52.5	60.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	8.3	21.6



Closing Opportunity Gaps Indicator

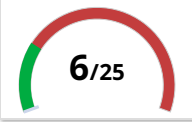
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.5	23.5
Prior Non-Proficient Met ELA AGP Target	37.1	38.0



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	50.5	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	90.8	91.1
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.



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

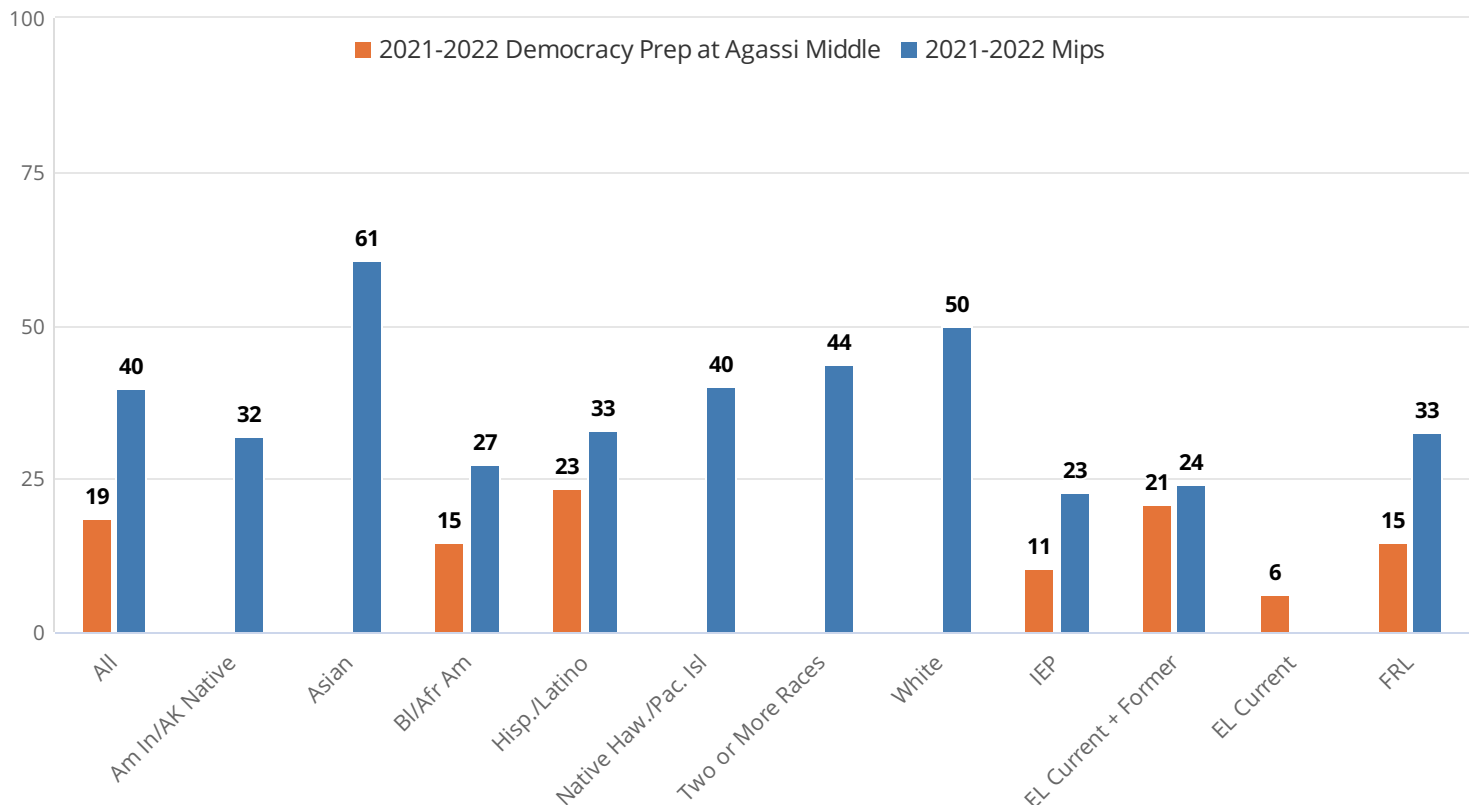
Pooled Proficiency Points Earned: 6/25

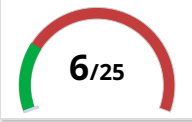
	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	26.1	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.5	36.5	39.7			
American Indian/Alaska Native	N/A	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	14.5	18.2	27.3			
Hispanic/Latino	23.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	10.5	9.7	22.7			
English Learners Current + Former	21.0	20.1	24.2			
English Learners Current	6.1	7.6				
Economically Disadvantaged	14.5	23.9	32.7			

Math Assessments % Proficient



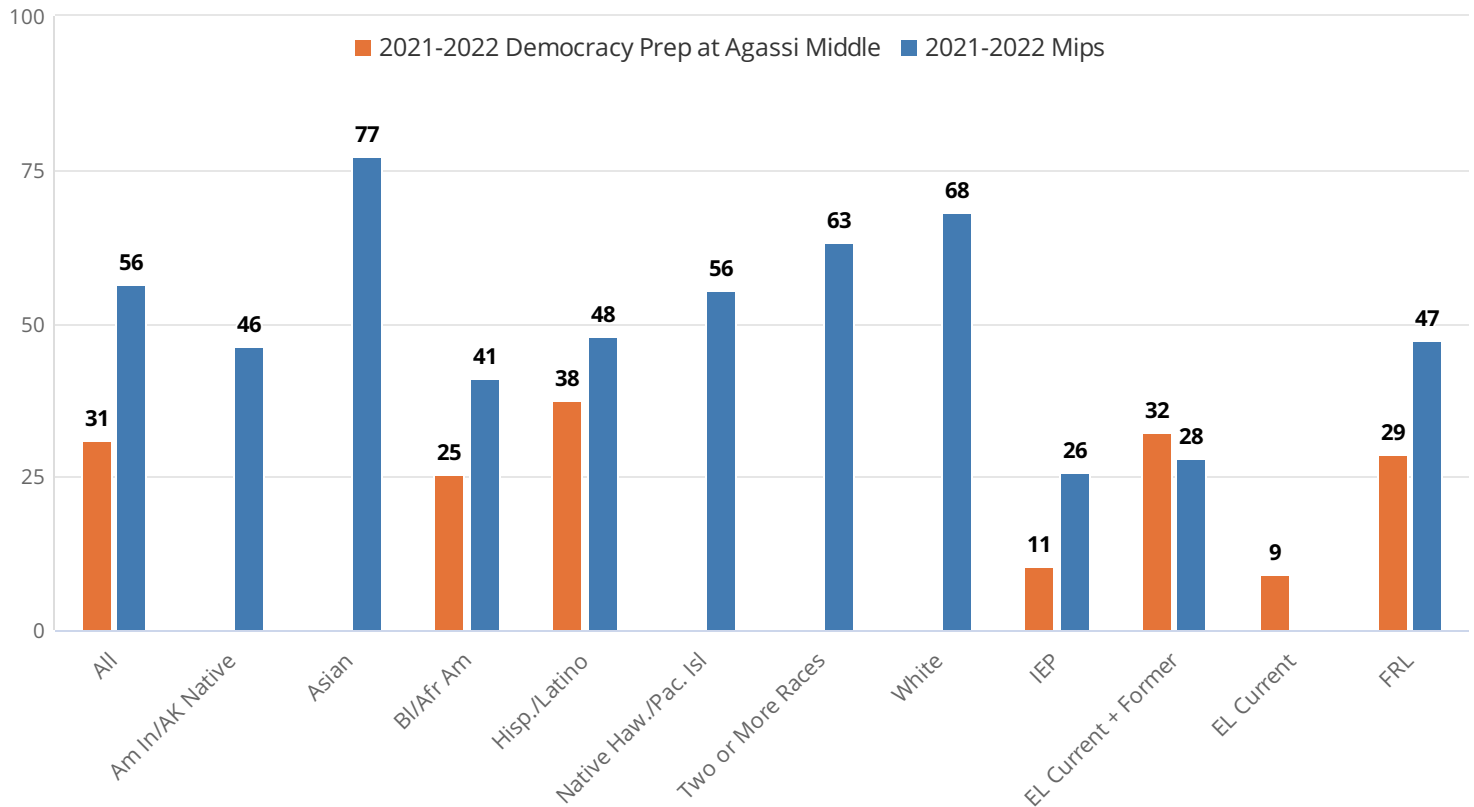


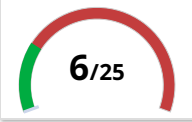
Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.1	57.3	56.4			
American Indian/Alaska Native	N/A	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	25.4	41.1	40.9			
Hispanic/Latino	37.5	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	10.5	18.0	25.8			
English Learners Current + Former	32.3	38.8	28.1			
English Learners Current	9.2	16.7				
Economically Disadvantaged	28.6	45.9	47.1			

ELA Assessments % Proficient



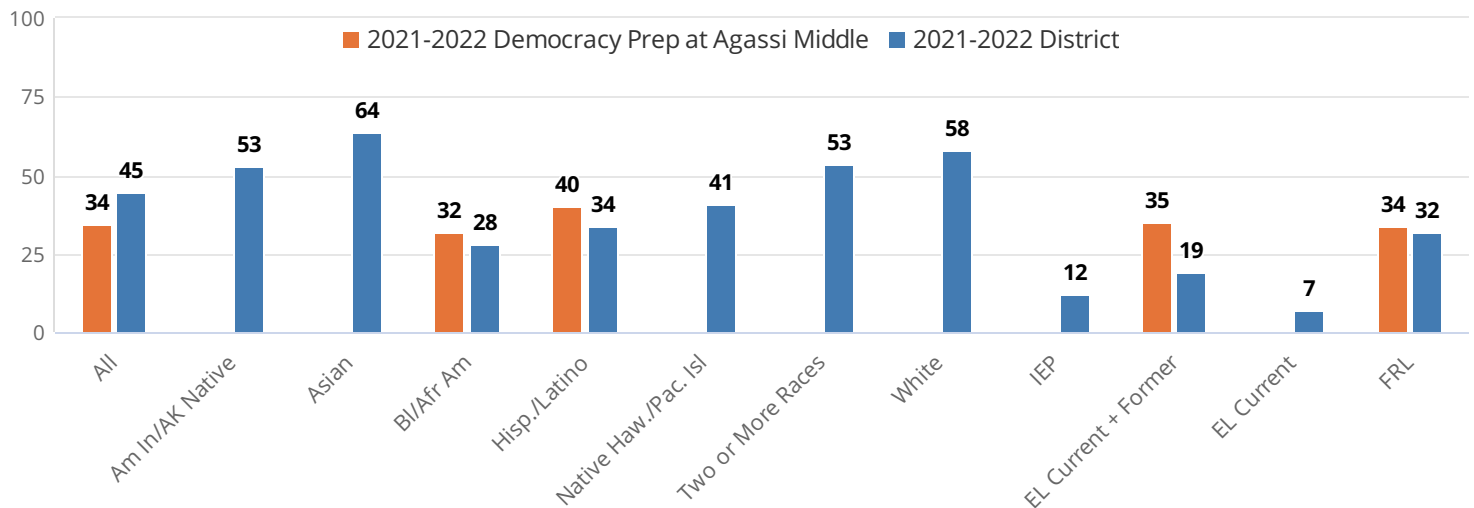


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	34.3	44.9		
American Indian/Alaska Native	N/A	52.6		
Asian	N/A	63.9		
Black/African American	31.7	28.3		
Hispanic/Latino	40.0	33.7		
Pacific Islander	N/A	40.5		
Two or More Races	-	53.3		
White/Caucasian	-	57.8		
Special Education	-	12.0		
English Learners Current + Former	35.2	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	33.8	31.9		

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:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Studentss	82.4%	84.8%		
American Indian/Alaska Native	N/A	N/A		
Asian	-	-		
Black/African American	76.9%	82.3%		
Hispanic/Latino	90.1%	88.3%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	80.0%	83.3%		
English Learners Current + Former	N/A	N/A		
English Learners Current	82.3%	76.4%		
Economically Disadvantaged	79.8%	83.4%		



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

Groups	2022 Math MGP	Math MGP Points Earned: 9/10		ELA MGP Points Earned: 9/10	
		2022 District Math MGP	2022 ELA MGP	2021 District Math MGP	2021 ELA MGP
All Students	63.0	56.0	62.0	55.0	
American Indian/Alaska Native	N/A	53.5	N/A	55.5	
Asian	-	61.0	-	61.0	
Black/African American	67.0	52.0	56.0	54.0	
Hispanic/Latino	59.0	54.0	67.0	54.0	
Pacific Islander	-	53.5	-	55.0	
Two or More Races	-	57.0	-	55.0	
White/Caucasian	-	57.0	-	56.0	
Special Education	25.0	44.0	52.0	43.0	
English Learners Current + Former	55.0	54.0	62.0	54.0	
English Learners Current	54.0	50.0	61.0	51.0	
Economically Disadvantaged	63.0	54.0	64.0	55.0	

AGP Growth Data

Groups	2022 Math AGP	Math AGP Points Earned: 4/5		ELA AGP Points Earned: 3.5/5	
		2022 District Math AGP	2022 ELA AGP	2021 District Math AGP	2021 ELA AGP
All Students	35.5	40.8	52.5	60.4	
American Indian/Alaska Native	N/A	37.5	N/A	64.2	
Asian	-	63.7	-	77.2	
Black/African American	30.4	24.7	43.9	49.7	
Hispanic/Latino	46.1	31.4	57.4	52.7	
Pacific Islander	-	36.8	-	59.5	
Two or More Races	-	43.8	-	65.6	
White/Caucasian	-	50.7	-	67.2	
Special Education	15.3	12.9	50.0	26.3	
English Learners Current + Former	38.0	25.2	57.1	45.5	
English Learners Current	20.0	12.6	40.0	28.2	
Economically Disadvantaged	33.3	29.9	56.9	51.8	

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

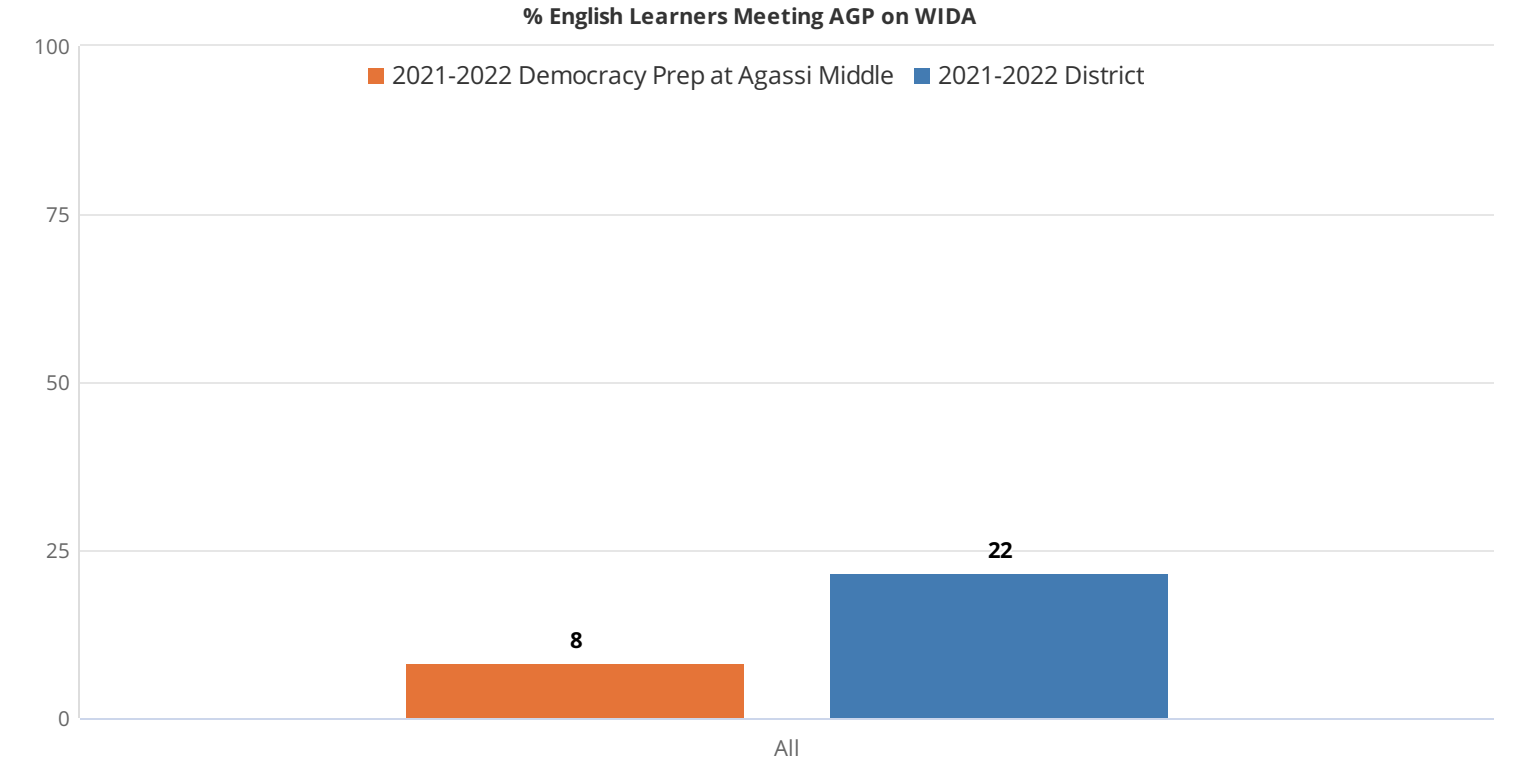


English Language

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: 1/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	24	8.3	21.6			



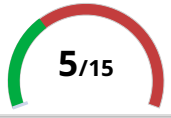
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	26.5	23.5	37.1	38.0				
American Indian/Alaska Native	N/A	25.0	N/A	52.0				
Asian	-	38.5	N/A	51.3				
Black/African American	25.0	16.6	34.0	33.6				
Hispanic/Latino	29.6	20.3	39.1	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	-	28.8	-	40.2				
Special Education	15.3	7.8	-	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	20.0	11.3	-	24.4				
Economically Disadvantaged	24.6	19.7	42.3	35.0				



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.

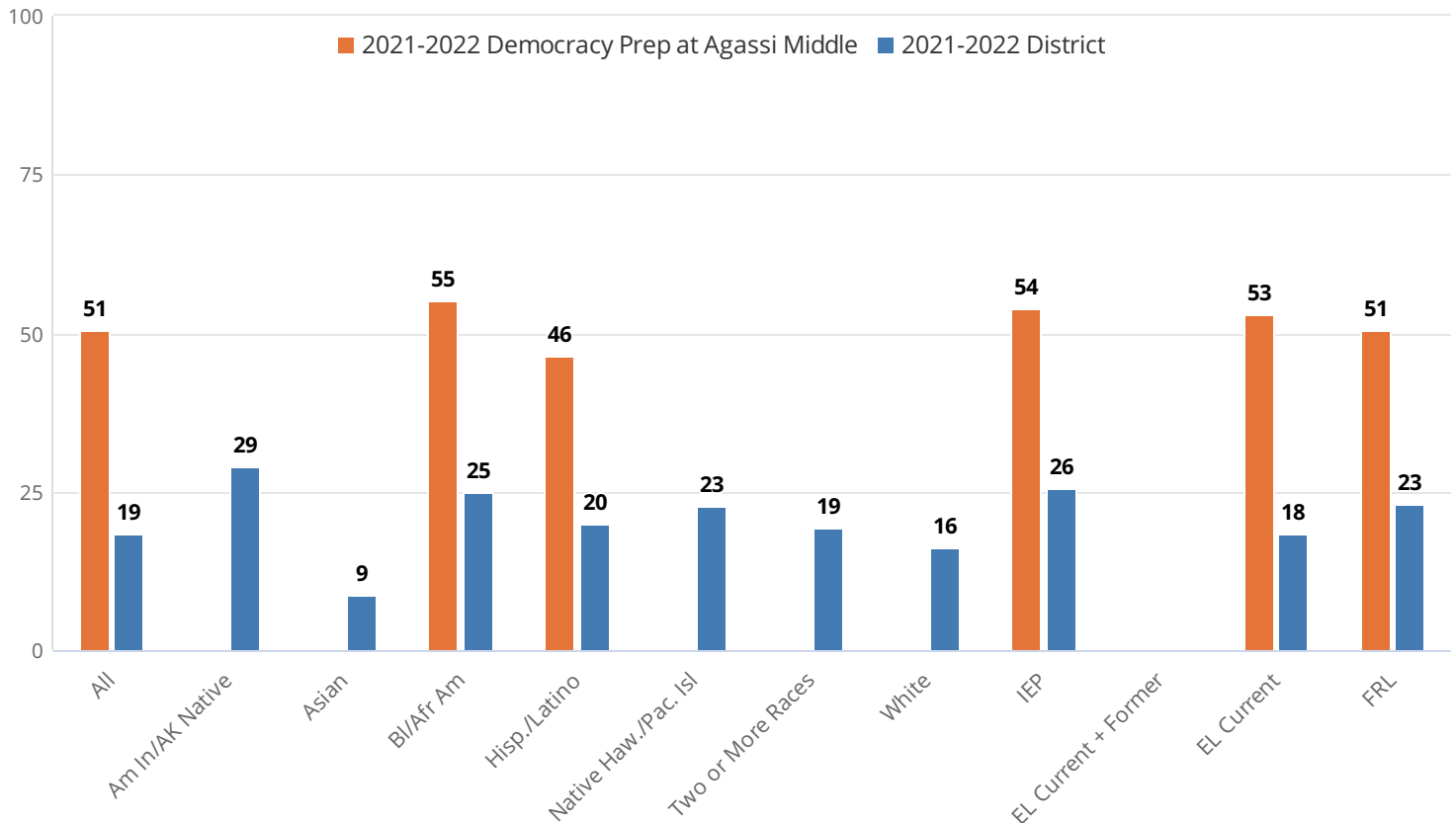
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	50.5	18.5		
American Indian/Alaska Native	N/A	28.9		
Asian	-	8.7		
Black/African American	55.2	24.9		
Hispanic/Latino	46.4	19.9		
Pacific Islander	-	22.7		
Two or More Races	-	19.4		
White/Caucasian	-	16.1		
Special Education	54.0	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	52.9	18.3		
Economically Disadvantaged	50.5	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

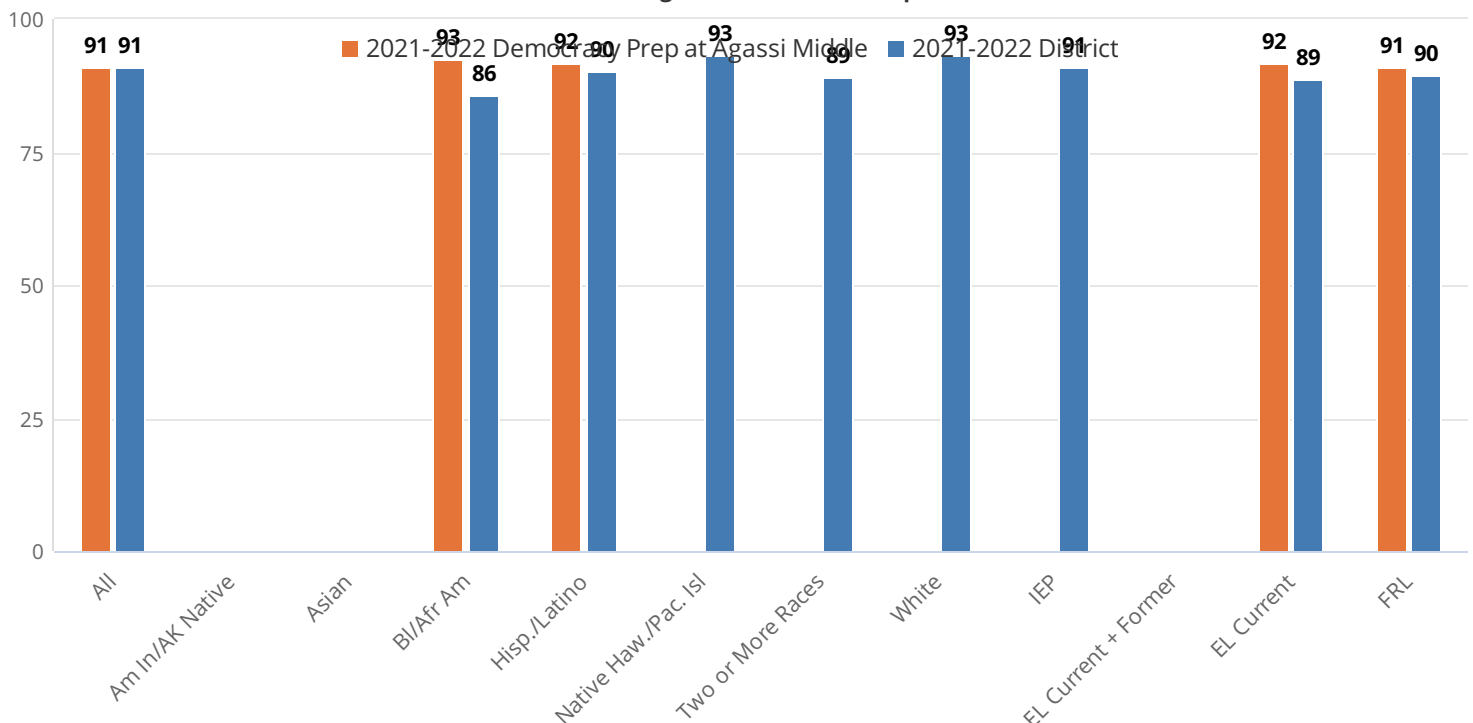
Academic Learning Plans

Groups	2022 % Academic Learning Plans	2022 % District	Academic Learning Plans Points Earned 2/2	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95			
American Indian/Alaska Native	N/A	>95			
Asian	-	>95			
Black/African American	>95	>95			
Hispanic/Latino	>95	>95			
Pacific Islander	-	>95			
Two or More Races	-	>95			
White/Caucasian	-	>95			
Special Education	>95	>95			
English Learners Current + Former	N/A	N/A			
English Learners Current	>95	>95			
Economically Disadvantaged	>95	>95			

NAC 389.445 Credit Requirements

Groups	2022 % Credit Requirements Met	2022 % District	NAC 389.445 Credit Requirements Points Earned 3/3	2021 % Credit Requirements Met	2021 % District
All Students	90.8	91.1			
American Indian/Alaska Native	N/A	>95			
Asian	N/A	>95			
Black/African American	92.5	85.9			
Hispanic/Latino	91.6	90.3			
Pacific Islander	N/A	93.3			
Two or More Races	-	89.2			
White/Caucasian	-	93.3			
Special Education	>95	91.0			
English Learners Current + Former	N/A	N/A			
English Learners Current	91.6	88.7			
Economically Disadvantaged	90.8	89.5			

% of Students Meeting 8th Grade Credit Requirements



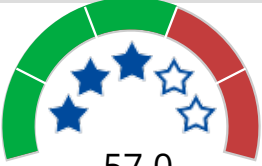
School Level: Middle School

Grade Levels: 06-08

District: State Public Charter School Authority

School 1201 W Lake Mead Blvd

Address: Las Vegas, NV 89106




57.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

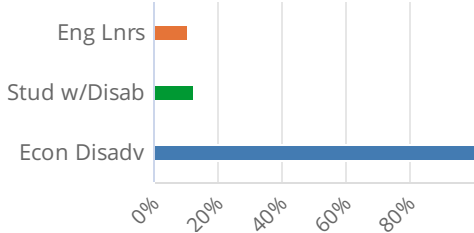


Student Race/Ethnicity
2.9% White
67.4% BI/Afr Am
27.4% Hisp/Latino
0.5% Asian
N/A% Am Ind/AK Nat
0.2% Pac Isl
1.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	57.5 NR
2020-2021	82.5 ★★★★★

Additional Student Groups




What does my school rating mean?
Three-Star school: Identifies an **adequate** school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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 ★★★★★


2022-2023 School Performance



8/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	28.1	45.7
Math Proficiency	17.8	38.5
ELA Proficiency	35.0	53.4
Science Proficiency	37.8	43.9




24/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	64.0	56.0
ELA MGP	65.0	56.0

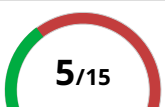
	School Rate	District Rate
Met Math AGP Target	29.3	40.4
Met ELA AGP Target	44.0	52.8



3/10

English Language Proficiency Indicator


Measure	School Rate	District Rate
Met EL AGP Target	17.8	29.3



5/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	46.4	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	79.0	N/A




17/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	22.8	18.0
Prior Non-Proficient Met ELA AGP Target	30.5	23.3

Climate Survey Participation is not a point-earning measure.

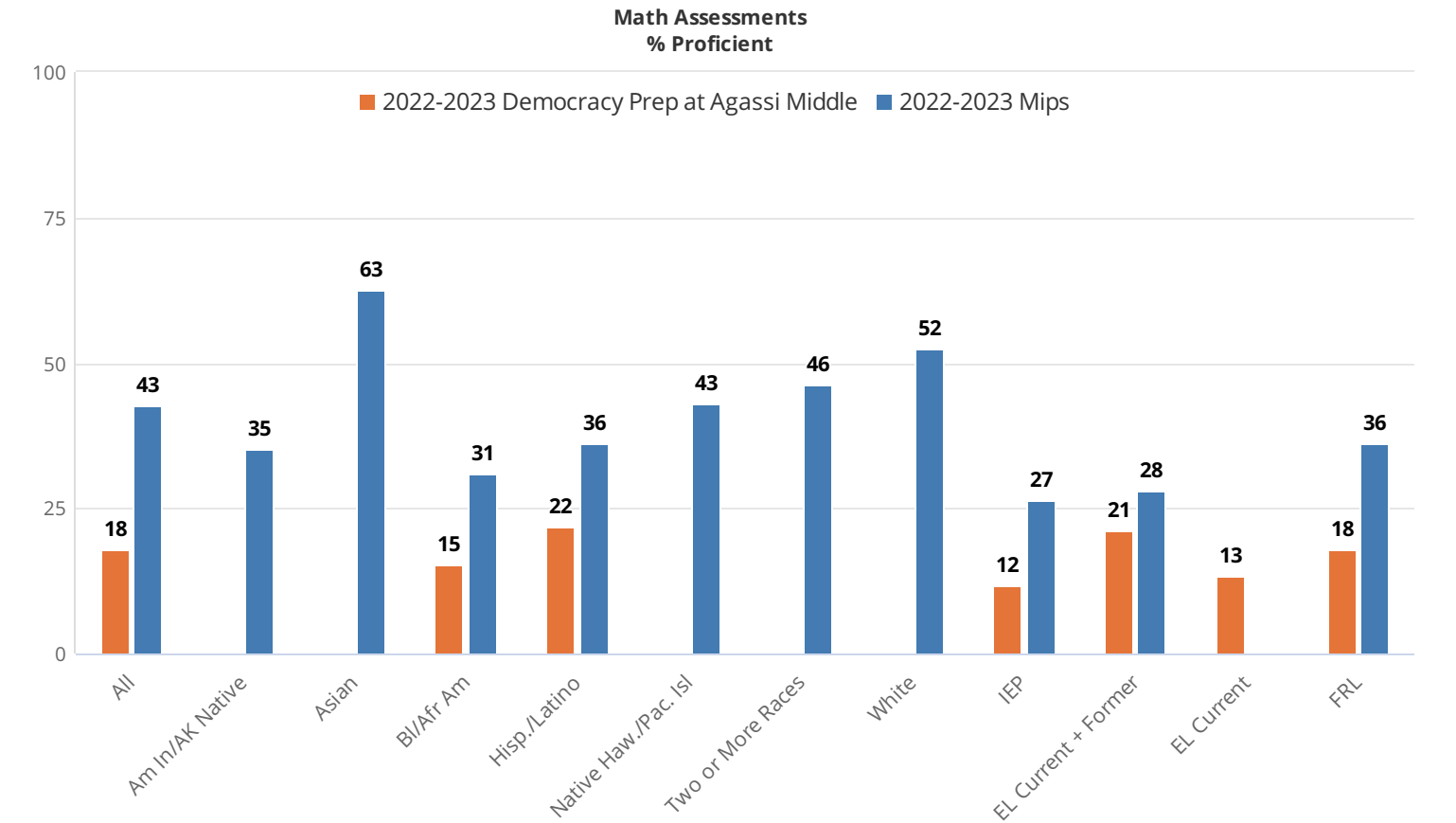


Academic Achievement

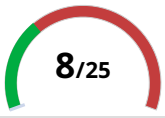
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 8/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	28.1	45.7	26.1	46.6

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	17.8	38.5	42.7	18.5	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	15.4	19.4	31	14.5	18.2	27.3
Hispanic/Latino	21.8	28.3	36.2	23.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	11.7	11.5	26.5	10.5	9.7	22.7
English Learners Current + Former	21.3	21.5	28	21.0	20.1	24.2
English Learners Current	13.3	6.5		6.1	7.6	
Economically Disadvantaged	18.0	24.9	36.1	14.5	23.9	32.7



'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.

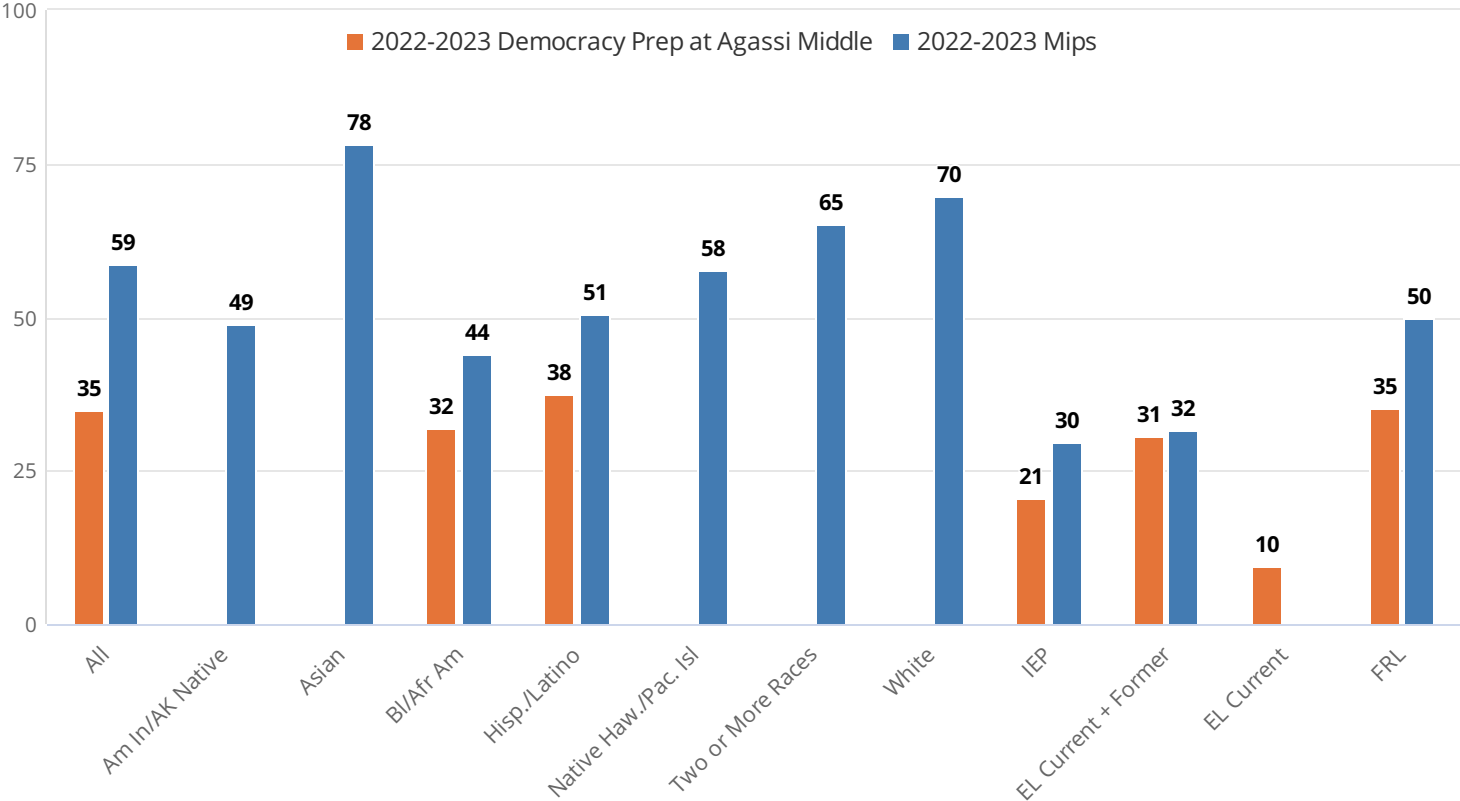


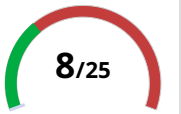
Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.0	53.4	58.6	31.1	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	32.0	37.4	43.9	25.4	41.1	40.9
Hispanic/Latino	37.5	44.8	50.5	37.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	20.5	17.4	29.6	10.5	18.0	25.8
English Learners Current + Former	30.6	34.0	31.7	32.3	38.8	28.1
English Learners Current	9.6	12.0		9.2	16.7	
Economically Disadvantaged	35.3	40.8	49.8	28.6	45.9	47.1

ELA Assessments
% Proficient

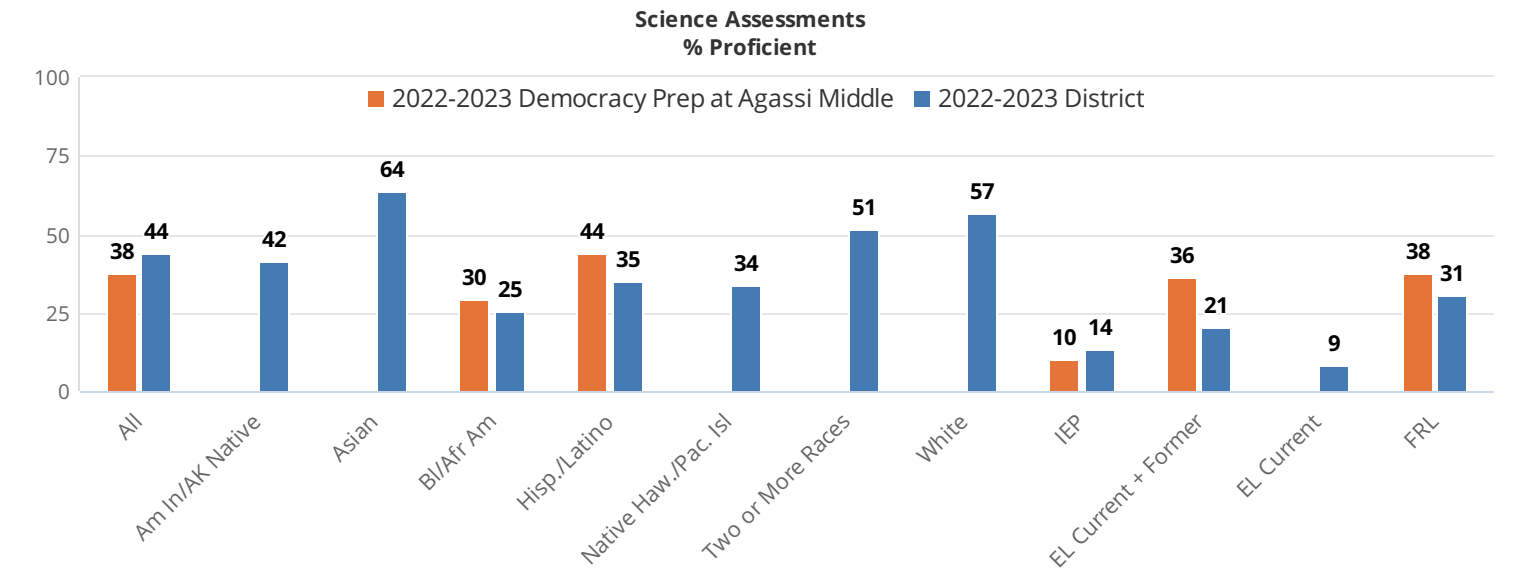




Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	37.8	43.9	34.3	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	N/A	63.9
Black/African American	29.6	25.3	31.7	28.3
Hispanic/Latino	44.1	34.8	40.0	33.7
Pacific Islander	N/A	33.7	N/A	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	10.0	13.6	-	12.0
English Learners Current + Former	36.3	20.7	35.2	19.4
English Learners Current	<5	8.5	-	6.9
Economically Disadvantaged	37.8	30.8	33.8	31.9



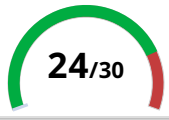
Participation on State Assessments

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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	82.4%	84.8%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	76.9%	82.3%
Hispanic/Latino	>=95%	>=95%	90.1%	88.3%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	80.0%	83.3%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	82.3%	76.4%
Economically Disadvantaged	>=95%	>=95%	79.8%	83.4%



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: 9/10

ELA MGP Points Earned: 10/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	64.0	56.0	65.0	56.0	63.0	56.0	62.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	63.0	51.0	70.0	55.0	67.0	52.0	56.0	54.0
Hispanic/Latino	68.0	54.0	56.5	55.0	59.0	54.0	67.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	-	59.0	-	58.0	-	57.0	-	55.0
White/Caucasian	-	58.0	-	56.0	-	57.0	-	56.0
Special Education	65.5	52.0	53.0	55.0	25.0	44.0	52.0	43.0
English Learners Current + Former	69.0	54.0	53.0	56.0	55.0	54.0	62.0	54.0
English Learners Current	71.0	53.0	44.5	53.0	54.0	50.0	61.0	51.0
Economically Disadvantaged	64.0	54.0	65.0	55.0	63.0	54.0	64.0	55.0

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 2/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	29.3	40.4	44.0	52.8	35.5	40.8	52.5	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	28.1	23.7	42.8	39.6	30.4	24.7	43.9	49.7
Hispanic/Latino	31.2	30.6	43.7	44.7	46.1	31.4	57.4	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	-	46.9	-	59.5	-	43.8	-	65.6
White/Caucasian	-	51.9	-	61.5	-	50.7	-	67.2
Special Education	17.8	15.1	30.7	22.3	15.3	12.9	50.0	26.3
English Learners Current + Former	36.3	24.3	39.2	35.3	38.0	25.2	57.1	45.5
English Learners Current	25.9	10.9	26.9	16.2	20.0	12.6	40.0	28.2
Economically Disadvantaged	29.3	28.1	44.0	41.9	33.3	29.9	56.9	51.8

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

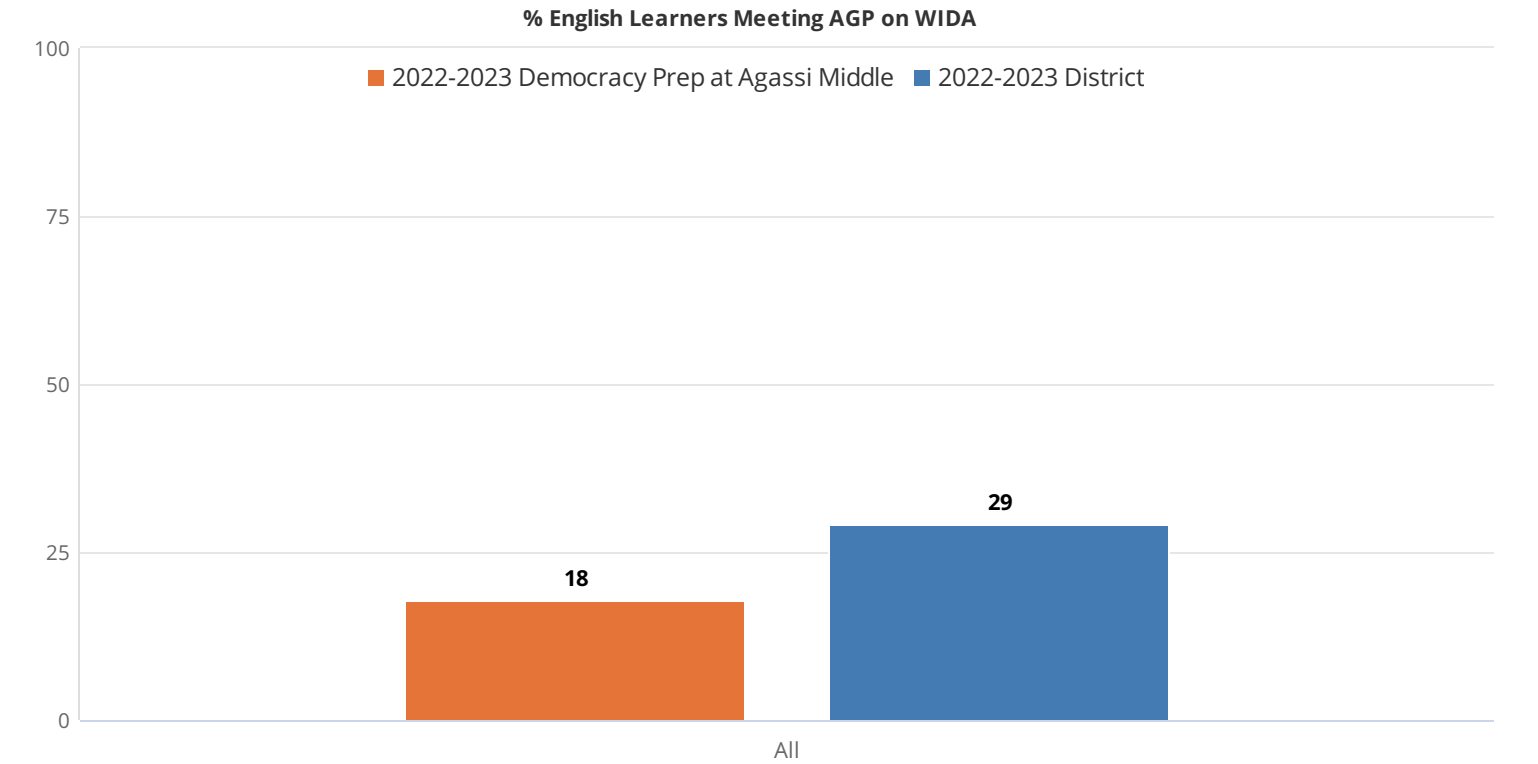
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English Language

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: 3/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	28	17.8	29.3	24	8.3	21.6



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



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.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 8/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	22.8	18.0	30.5	23.3	26.5	23.5	37.1	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	N/A	36.0	-	38.5	N/A	51.3
Black/African American	21.7	12.5	28.9	20.2	25.0	16.6	34.0	33.6
Hispanic/Latino	25.0	15.4	34.6	21.4	29.6	20.3	39.1	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	-	23.6	-	26.3	-	28.8	-	40.2
Special Education	16.6	8.5	14.2	12.4	15.3	7.8	-	19.6
English Learners Current + Former	31.1	13.5	32.4	18.6	N/A	N/A	N/A	N/A
English Learners Current	25.0	8.9	29.1	12.7	20.0	11.3	-	24.4
Economically Disadvantaged	22.8	14.2	30.5	20.9	24.6	19.7	42.3	35.0

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Student Engagement

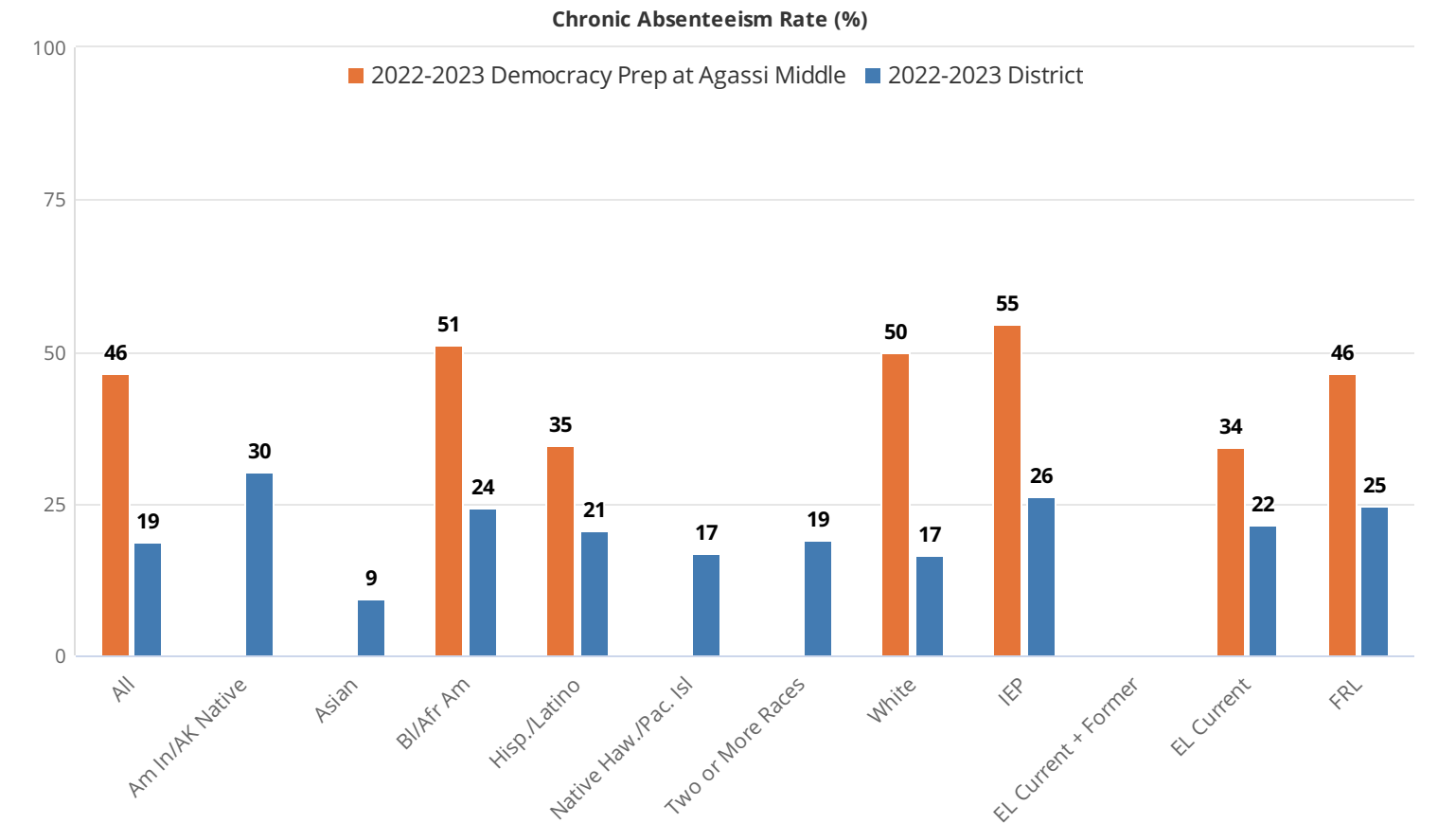
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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.

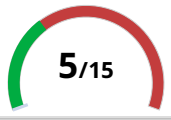
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	46.4	18.8	50.5	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	-	9.3	-	8.7
Black/African American	51.2	24.2	55.2	24.9
Hispanic/Latino	34.7	20.6	46.4	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	-	19.0	-	19.4
White/Caucasian	50.0	16.5	-	16.1
Special Education	54.5	26.3	54.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	34.3	21.6	52.9	18.3
Economically Disadvantaged	46.4	24.7	50.5	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA





Student Engagement

Academic Learning Plans

Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

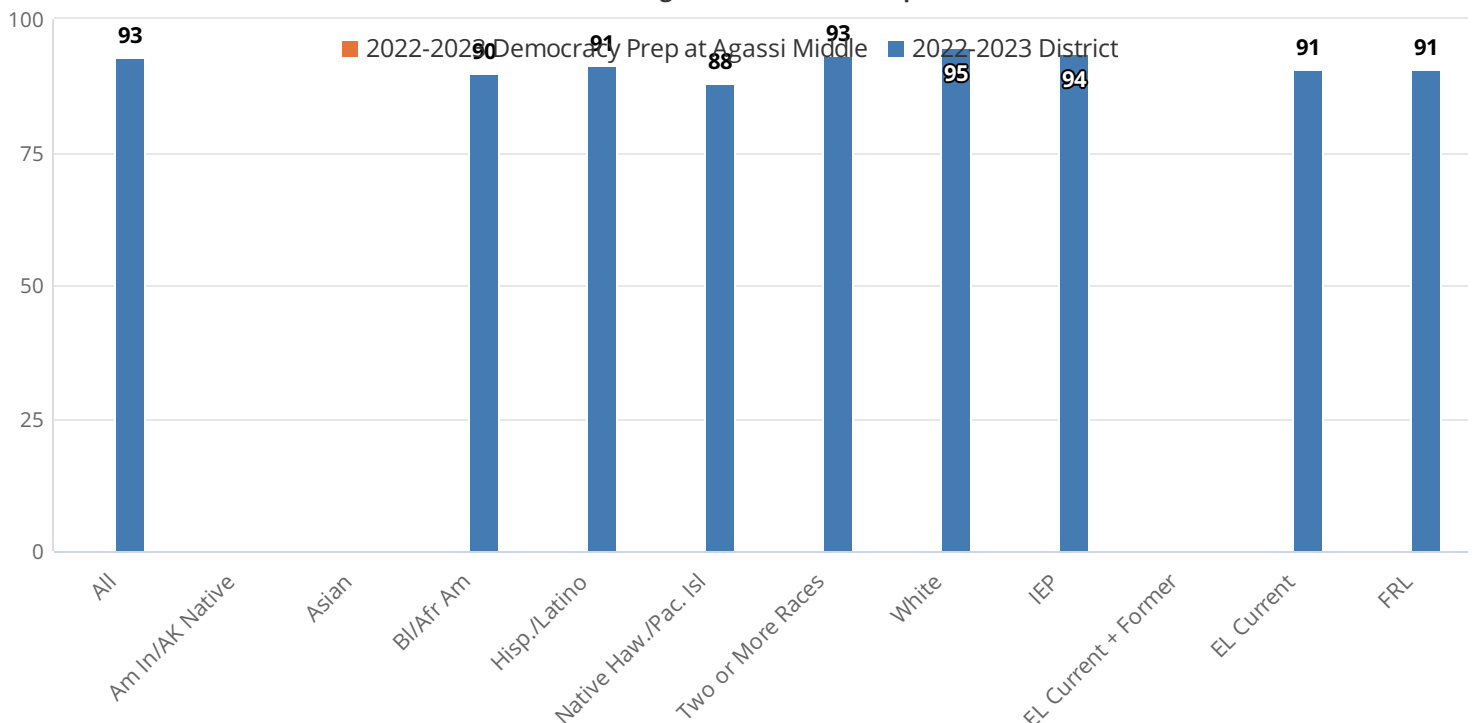
Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	90.8	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	N/A	>95
Black/African American	>95	89.9	92.5	85.9
Hispanic/Latino	>95	91.4	91.6	90.3
Pacific Islander	N/A	88.1	N/A	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	91.6	88.7
Economically Disadvantaged	>95	90.5	90.8	89.5

NAC 389.445 Credit Requirements Points Earned 3/3

% of Students Meeting 8th Grade Credit Requirements



School Level: Middle School

Grade Levels: 06-08

District: State Public Charter School Authority

School 1201 W Lake Mead Blvd

Address: Las Vegas, NV 89106

Student Race/Ethnicity
1.2% White
75.3% BI/Afr Am
21.5% Hisp/Latino
N/A% Asian
N/A% Am Ind/AK Nat
0.2% Pac Isl
1.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	57.0 ★★ ★
2021-2022	57.5 NR

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

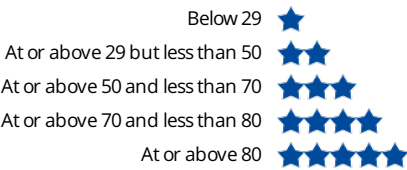
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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?



2023-2024 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	23.7	47.3
Math Proficiency	14.2	39.8
ELA Proficiency	34.6	54.2
Science Proficiency	19.8	48.8

Student Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	57.0
ELA MGP	62.0	59.0
	School Rate	District Rate
Met Math AGP Target	15.6	40.5
Met ELA AGP Target	39.9	54.7

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	33.3	27.2

Student Engagement Indicator

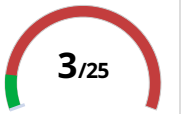
Measure	School Rate	District Rate
Chronic Absenteeism	38.4	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	87.0	N/A

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math	7.9	16.3
AGP Target		
Prior Non-Proficient Met ELA	23.4	26.0
AGP Target		

** 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.



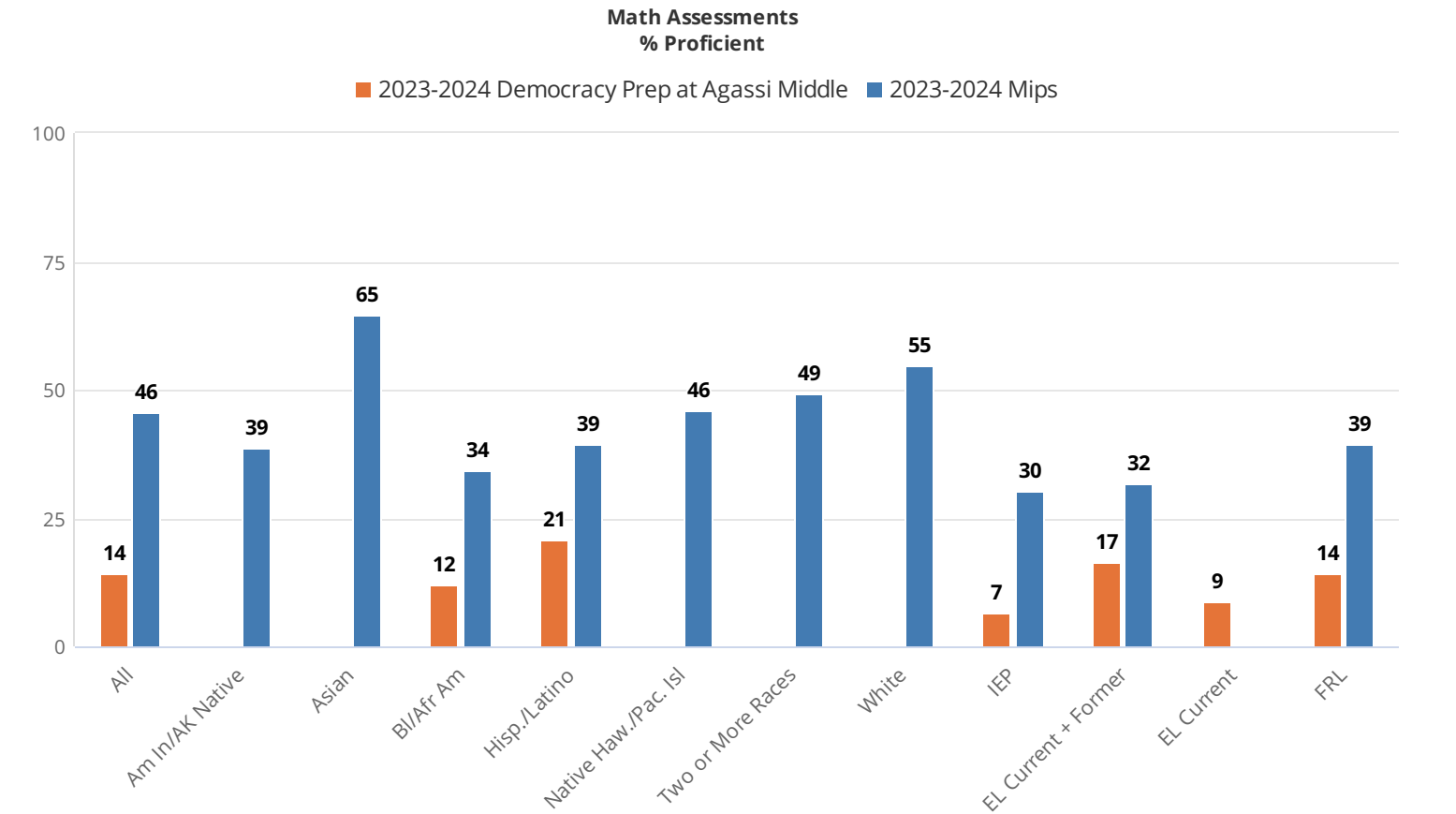
Academic Achievement

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.

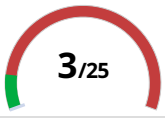
Pooled Proficiency		Pooled Proficiency Points Earned: 3/25		
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	23.7	47.3	28.1	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	14.2	39.8	45.6	17.8	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	N/A	64.8	64.5	-	62.5	62.6
Black/African American	12.1	21.6	34.4	15.4	19.4	31
Hispanic/Latino	20.7	28.7	39.4	21.8	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	-	47.6	49.1	-	44.5	46.4
White/Caucasian	-	54.3	54.7	-	51.4	52.3
Special Education	6.6	11.3	30.2	11.7	11.5	26.5
English Learners Current + Former	16.6	20.5	31.6	21.3	21.5	28
English Learners Current	8.8	6.2		13.3	6.5	
Economically Disadvantaged	14.2	27.1	39.3	18.0	24.9	36.1



'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.



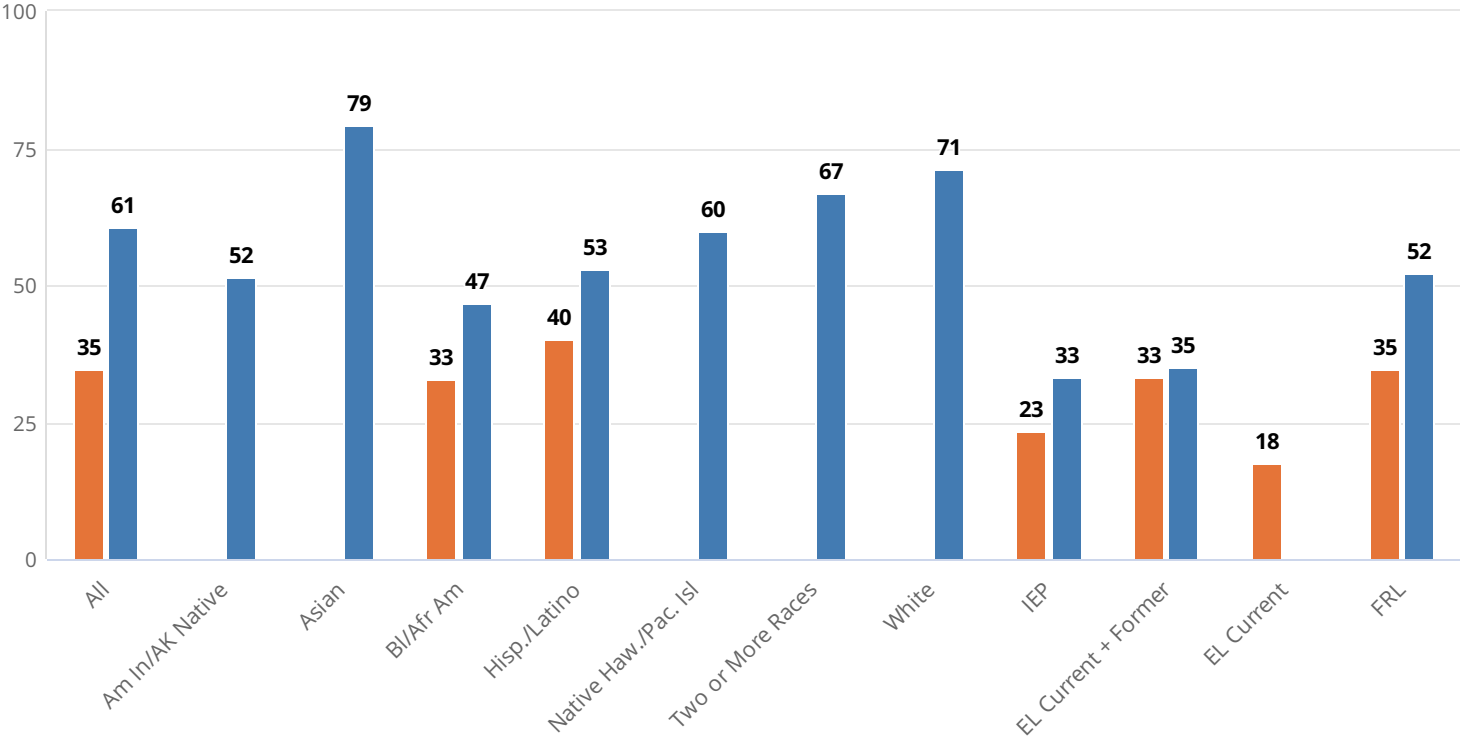
Academic Achievement


ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	34.6	54.2	60.6	35.0	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	N/A	76.3	79.3	-	74.7	78.2
Black/African American	32.7	40.1	46.7	32.0	37.4	43.9
Hispanic/Latino	40.2	44.9	53	37.5	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	-	62.1	66.8	-	60.0	65
White/Caucasian	-	65.0	71.1	-	64.0	69.6
Special Education	23.3	17.5	33.1	20.5	17.4	29.6
English Learners Current + Former	33.3	32.1	35.1	30.6	34.0	31.7
English Learners Current	17.6	11.3		9.6	12.0	
Economically Disadvantaged	34.6	42.5	52.3	35.3	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Democracy Prep at Agassi Middle 2023-2024 Mips

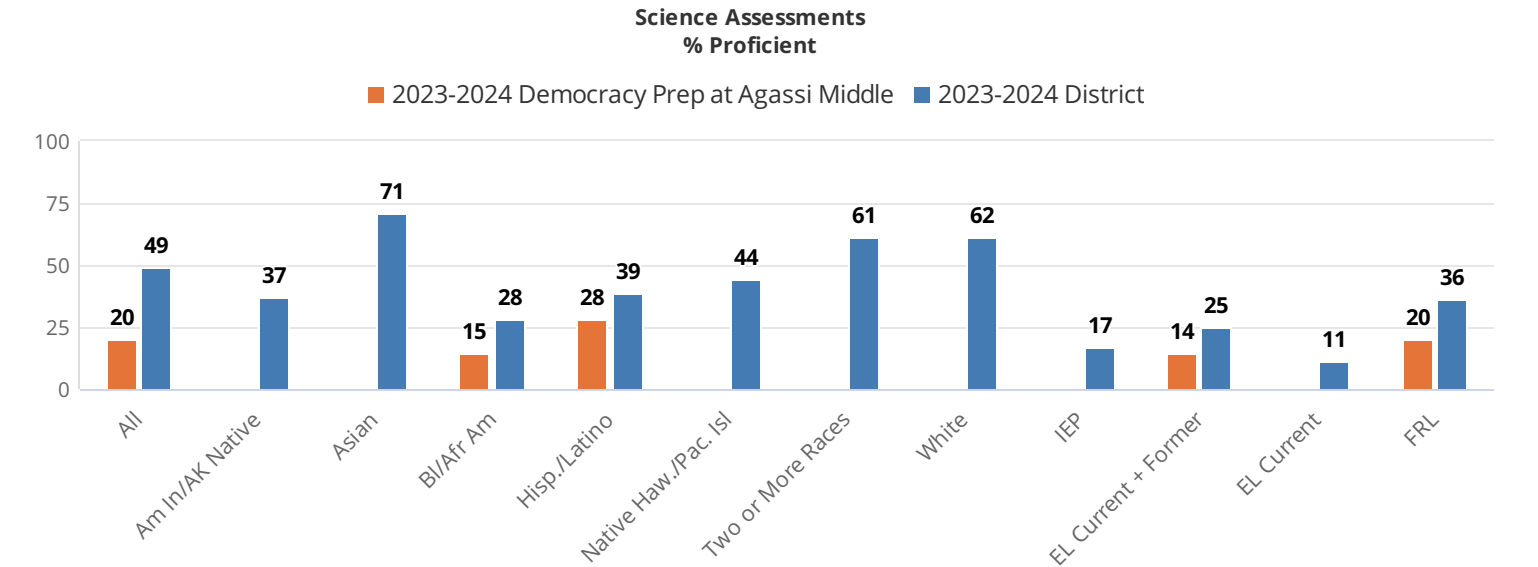




Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	19.8	48.8	37.8	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	N/A	71.3	-	63.5
Black/African American	14.8	27.9	29.6	25.3
Hispanic/Latino	28.0	38.9	44.1	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	-	16.8	10.0	13.6
English Learners Current + Former	14.2	24.6	36.3	20.7
English Learners Current	-	11.4	<5	8.5
Economically Disadvantaged	19.8	36.0	37.8	30.8



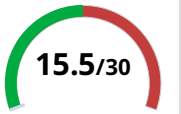
Participation on State Assessments

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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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: 4/10				ELA MGP Points Earned: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	45.0	57.0	62.0	59.0	64.0	56.0	65.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	N/A	63.0	N/A	63.5	-	61.0	-	57.0
Black/African American	41.0	52.0	62.0	57.0	63.0	51.0	70.0	55.0
Hispanic/Latino	48.5	57.0	67.5	59.0	68.0	54.0	56.5	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	-	58.0	-	60.0	-	59.0	-	58.0
White/Caucasian	-	57.0	-	58.0	-	58.0	-	56.0
Special Education	36.0	53.0	52.0	56.0	65.5	52.0	53.0	55.0
English Learners Current + Former	42.0	56.0	67.0	58.0	69.0	54.0	53.0	56.0
English Learners Current	45.0	56.0	68.0	55.0	71.0	53.0	44.5	53.0
Economically Disadvantaged	45.0	56.0	62.0	58.0	64.0	54.0	65.0	55.0

AGP Growth Data		Math AGP Points Earned: 1/5				ELA AGP Points Earned: 1.5/5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	15.6	40.5	39.9	54.7	29.3	40.4	44.0	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	N/A	65.1	N/A	75.9	-	62.5	-	72.6
Black/African American	13.1	24.1	37.5	42.6	28.1	23.7	42.8	39.6
Hispanic/Latino	23.0	30.4	47.4	46.4	31.2	30.6	43.7	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	-	46.6	-	61.9	-	46.9	-	59.5
White/Caucasian	-	53.0	-	63.6	-	51.9	-	61.5
Special Education	7.4	14.6	22.2	22.8	17.8	15.1	30.7	22.3
English Learners Current + Former	19.6	23.0	41.1	35.8	36.3	24.3	39.2	35.3
English Learners Current	15.1	10.1	27.2	17.2	25.9	10.9	26.9	16.2
Economically Disadvantaged	15.6	29.5	39.9	44.8	29.3	28.1	44.0	41.9

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

9/10

English Language

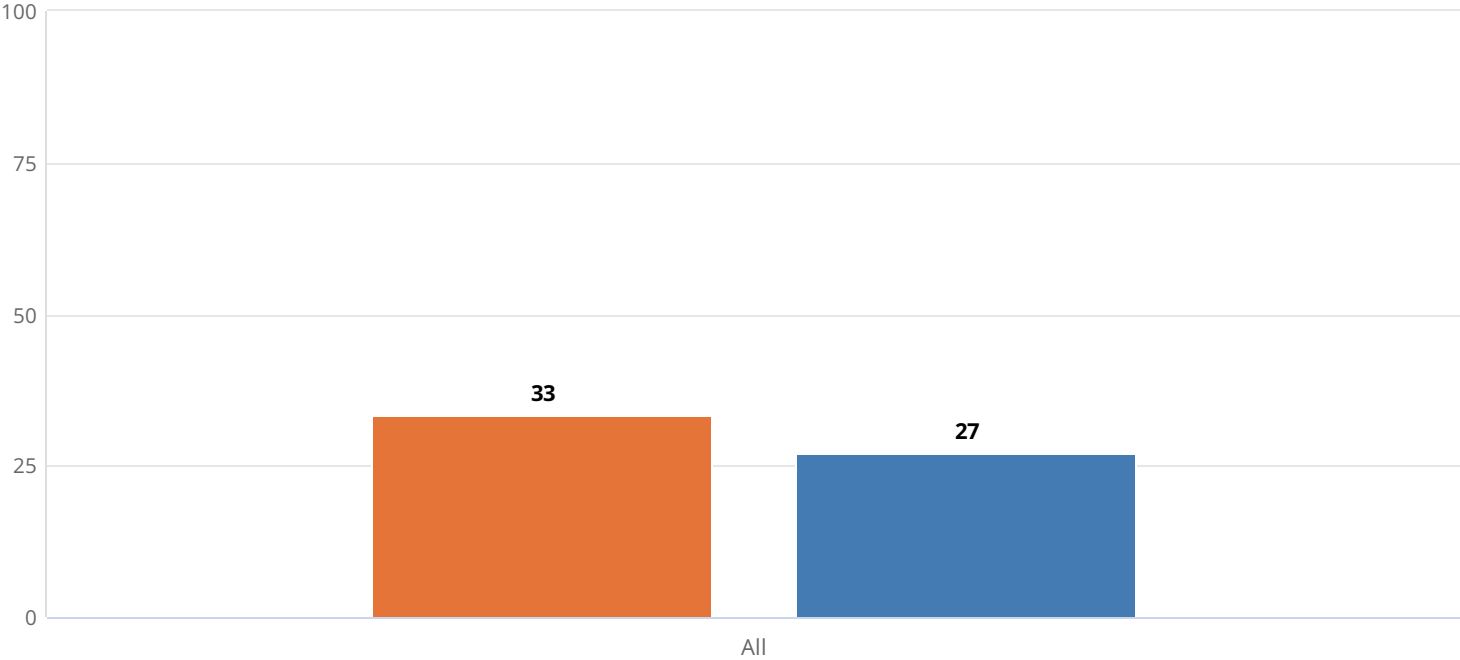
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	33	33.3	27.2	28	17.8	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Democracy Prep at Agassi Middle 2023-2024 District



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



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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 4/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	7.9	16.3	23.4	26.0	22.8	18.0	30.5	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	N/A	29.2	N/A	37.1	-	26.3	N/A	36.0
Black/African American	7.0	10.9	20.0	21.2	21.7	12.5	28.9	20.2
Hispanic/Latino	11.6	13.5	35.4	23.6	25.0	15.4	34.6	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	-	22.6	-	30.5	-	23.6	-	26.3
Special Education	<5	7.3	5.0	13.5	16.6	8.5	14.2	12.4
English Learners Current + Former	10.2	11.4	37.1	20.6	31.1	13.5	32.4	18.6
English Learners Current	10.3	7.4	31.0	13.9	25.0	8.9	29.1	12.7
Economically Disadvantaged	7.9	13.6	23.4	22.8	22.8	14.2	30.5	20.9

'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.



Student Engagement

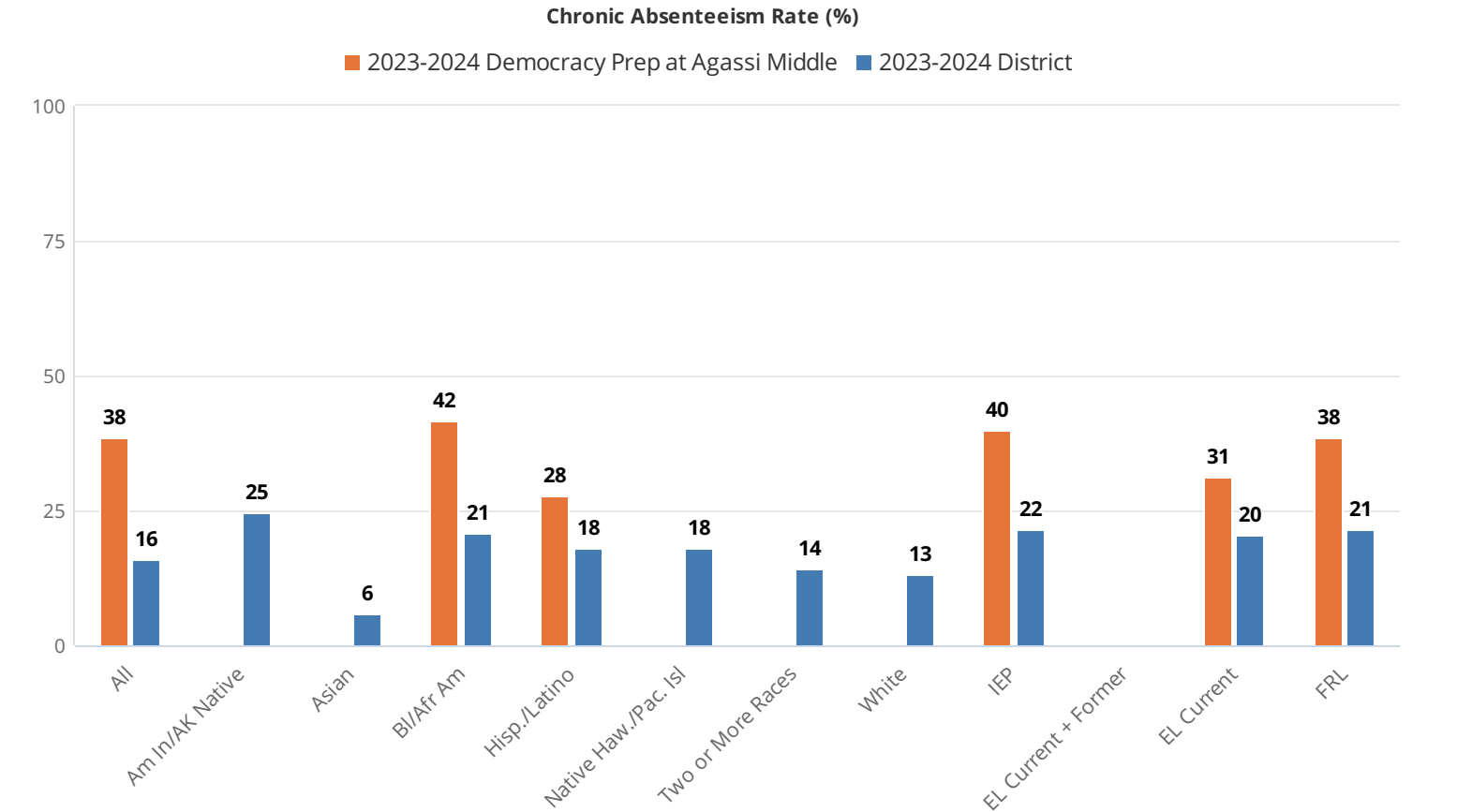
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	38.4	15.8	46.4	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	N/A	6.0	-	9.3
Black/African American	41.8	21.0	51.2	24.2
Hispanic/Latino	27.7	18.2	34.7	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	-	14.2	-	19.0
White/Caucasian	-	13.2	50.0	16.5
Special Education	40.0	21.7	54.5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	31.4	20.4	34.3	21.6
Economically Disadvantaged	38.4	21.4	46.4	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

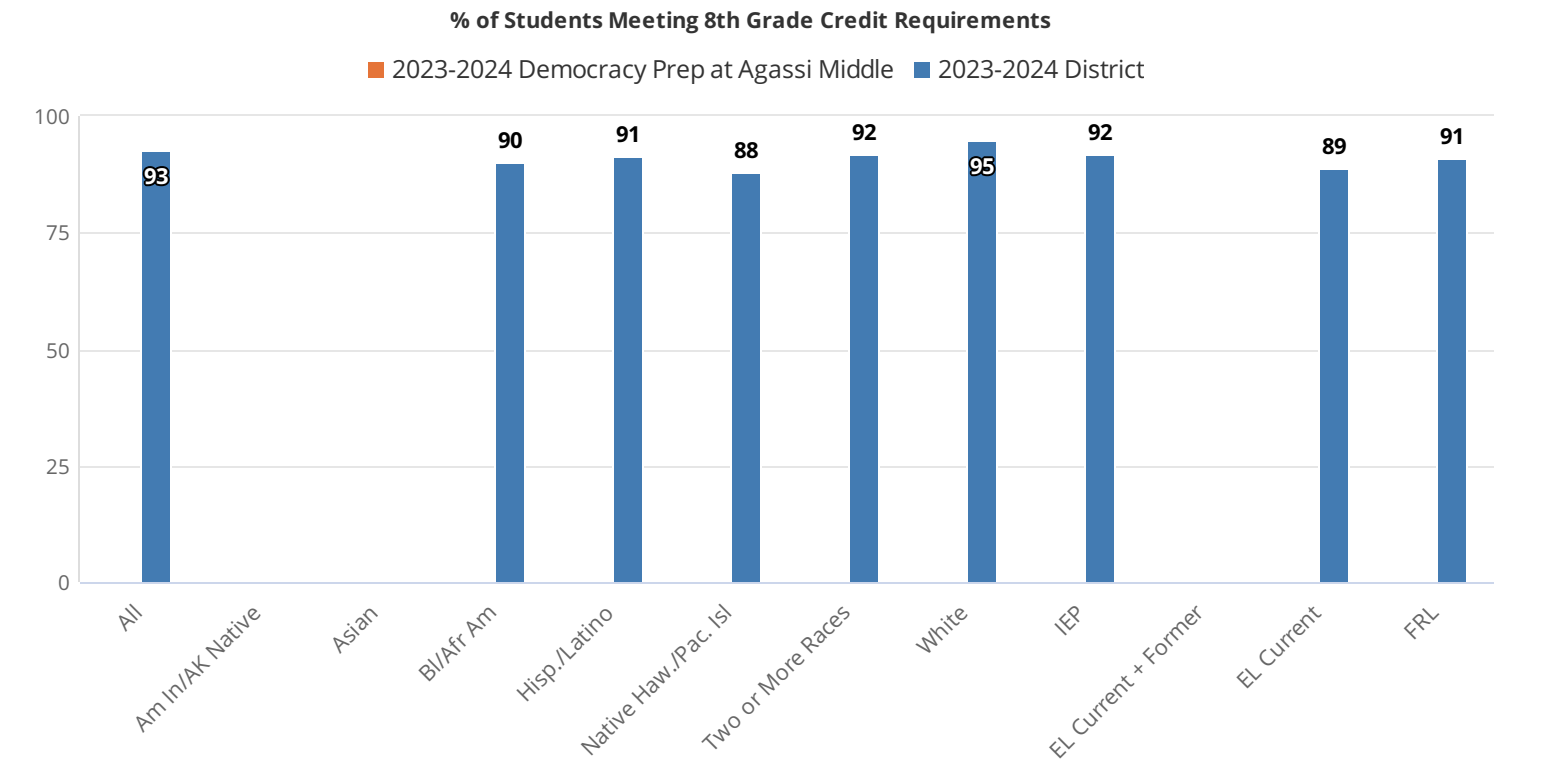




Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	>95	90.2	>95	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	-	94.8
Special Education	-	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	>95	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

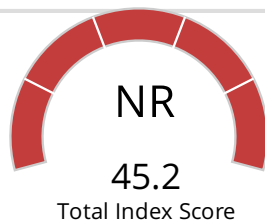


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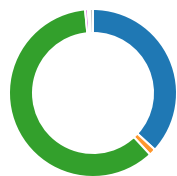
Democracy Prep at Agassi High

School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 1201 W Lake Mead Blvd
 Las Vegas, NV 89106



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



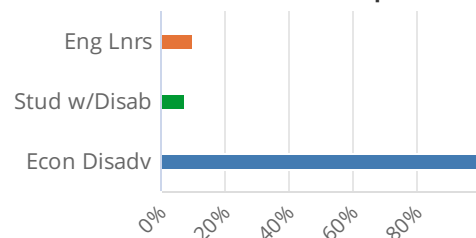
Student Race/Ethnicity

1.3% White
 60.2% BI/Afr Am
 36.7% Hisp/Latino
 0.6% Asian
 N/A% Am Ind/AK Nat
 0.3% Pac Isl
 0.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	26.1 NR
2019-2020	26.1 NR

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

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.

2021-2022 School Performance



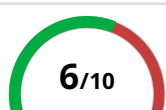
Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	10.2	25.2
ELA Proficiency	43.7	54.3
Science Proficiency	-	31.6



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	86.4	86.8
5-Year	93.9	87.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	10.5	14.1

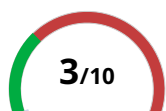


College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	5.0	71.5
Post-Secondary Preparation Completion	<4.5	48.4
Advanced or CCR Diploma	<5	47.6

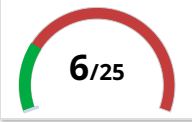
Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	85.6	93.0
Chronic Absenteeism	35.9	17.9
Climate Survey Participation	51.0	N/A



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

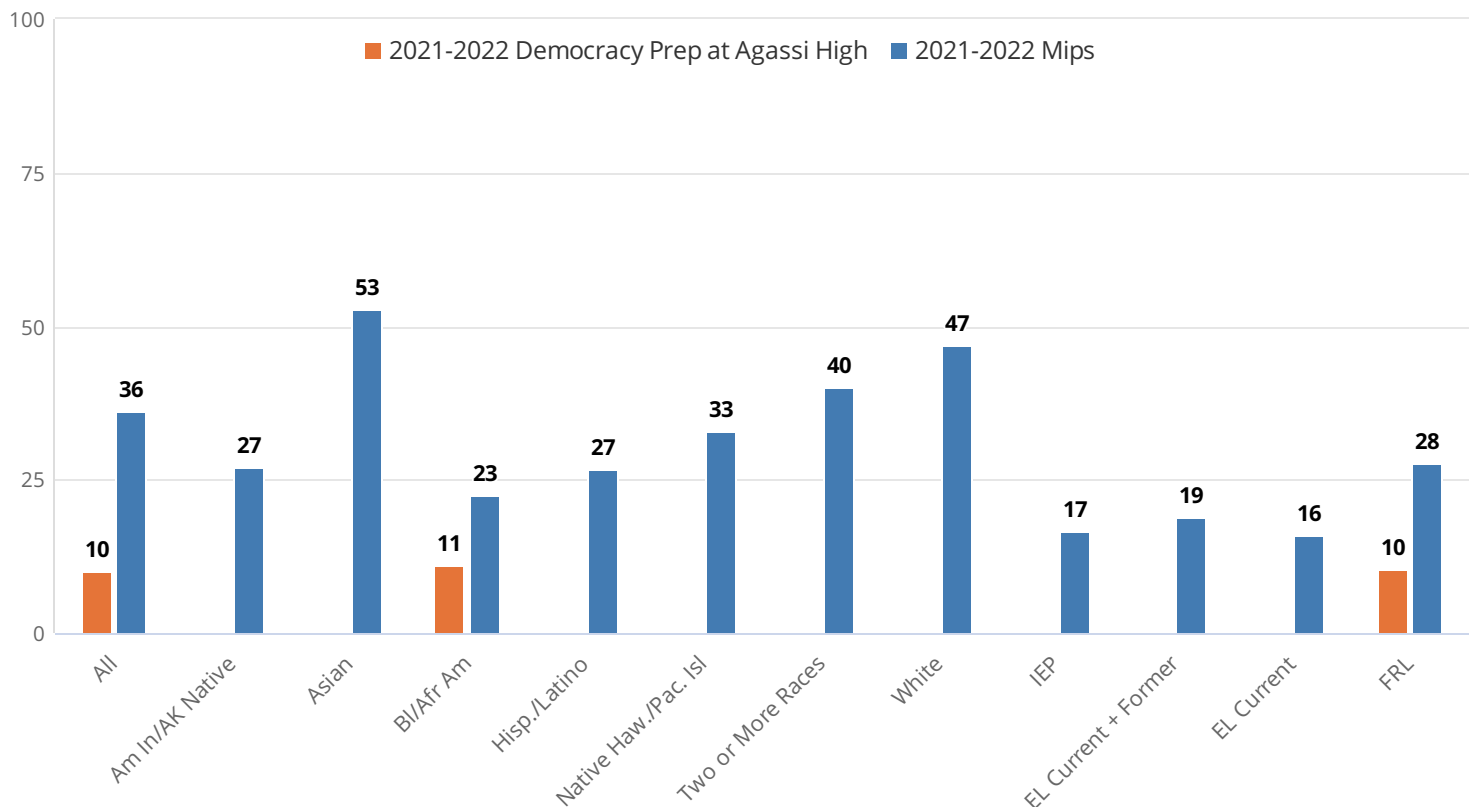
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

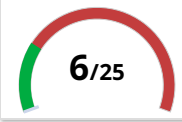
Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.2	25.2	36.19			
American Indian/Alaska Native	N/A	-	26.96			
Asian	-	55.1	52.76			
Black/African American	11.1	10.2	22.5			
Hispanic/Latino	<5	14.2	26.78			
Pacific Islander	N/A	23.0	32.8			
Two or More Races	N/A	31.9	40.11			
White/Caucasian	N/A	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	10.4	14.6	27.8			

Math Assessments % Proficient





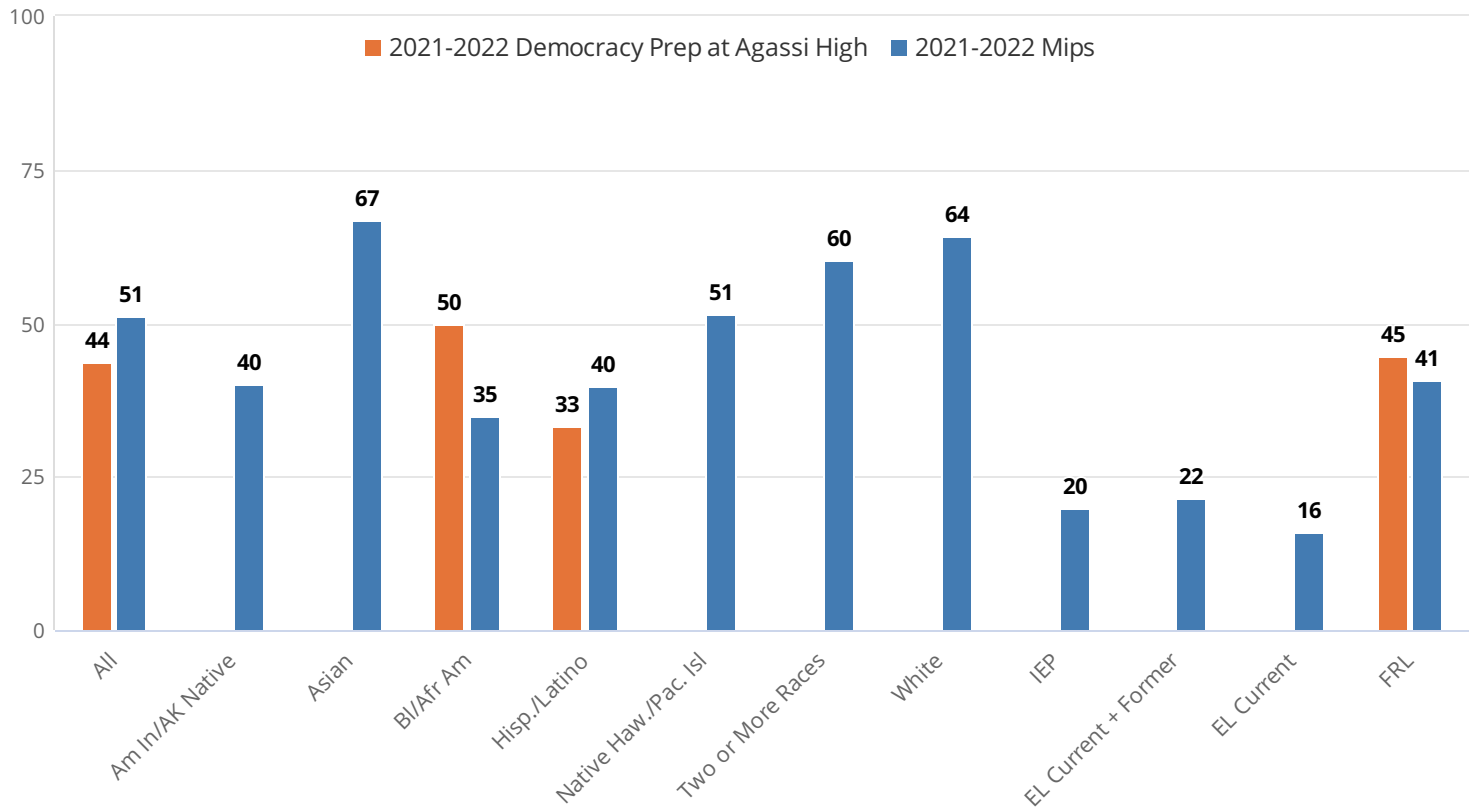
Academic Achievement

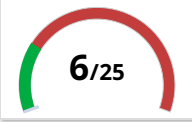
ELA Proficient

ELA Proficient Points Earned: 4.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.7	54.3	51.11			
American Indian/Alaska Native	N/A	-	39.92			
Asian	-	78.7	66.85			
Black/African American	50.0	40.6	34.82			
Hispanic/Latino	33.3	42.3	39.67			
Pacific Islander	N/A	35.8	51.31			
Two or More Races	N/A	60.5	60.16			
White/Caucasian	N/A	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	44.6	43.4	40.77			

ELA Assessments % Proficient





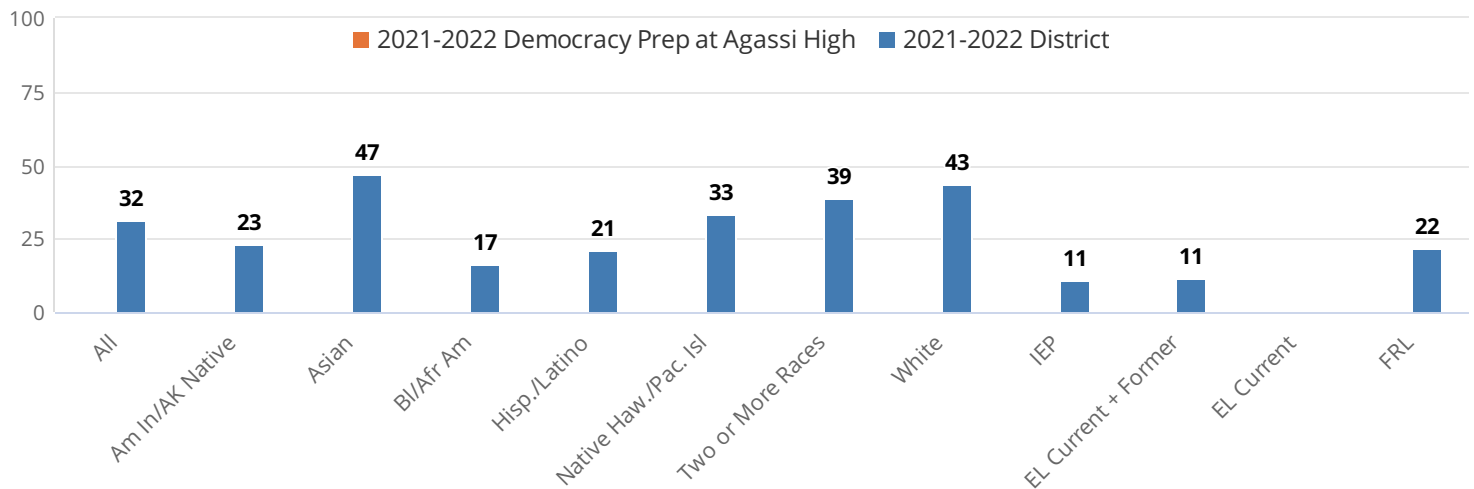
Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	-	31.6		
American Indian/Alaska Native	N/A	23.0		
Asian	N/A	46.9		
Black/African American	-	16.5		
Hispanic/Latino	N/A	21.0		
Pacific Islander	N/A	33.3		
Two or More Races	N/A	39.1		
White/Caucasian	N/A	43.2		
Special Education	-	10.8		
English Learners Current + Former	N/A	11.4		
English Learners Current	N/A	<5		
Economically Disadvantaged	N/A	22.1		

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:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	N/A	N/A		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	N/A	N/A		
Two or More Races	N/A	N/A		
White/Caucasian	N/A	N/A		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Yellow indicates 95% participation requirement not met.



Graduation Rates

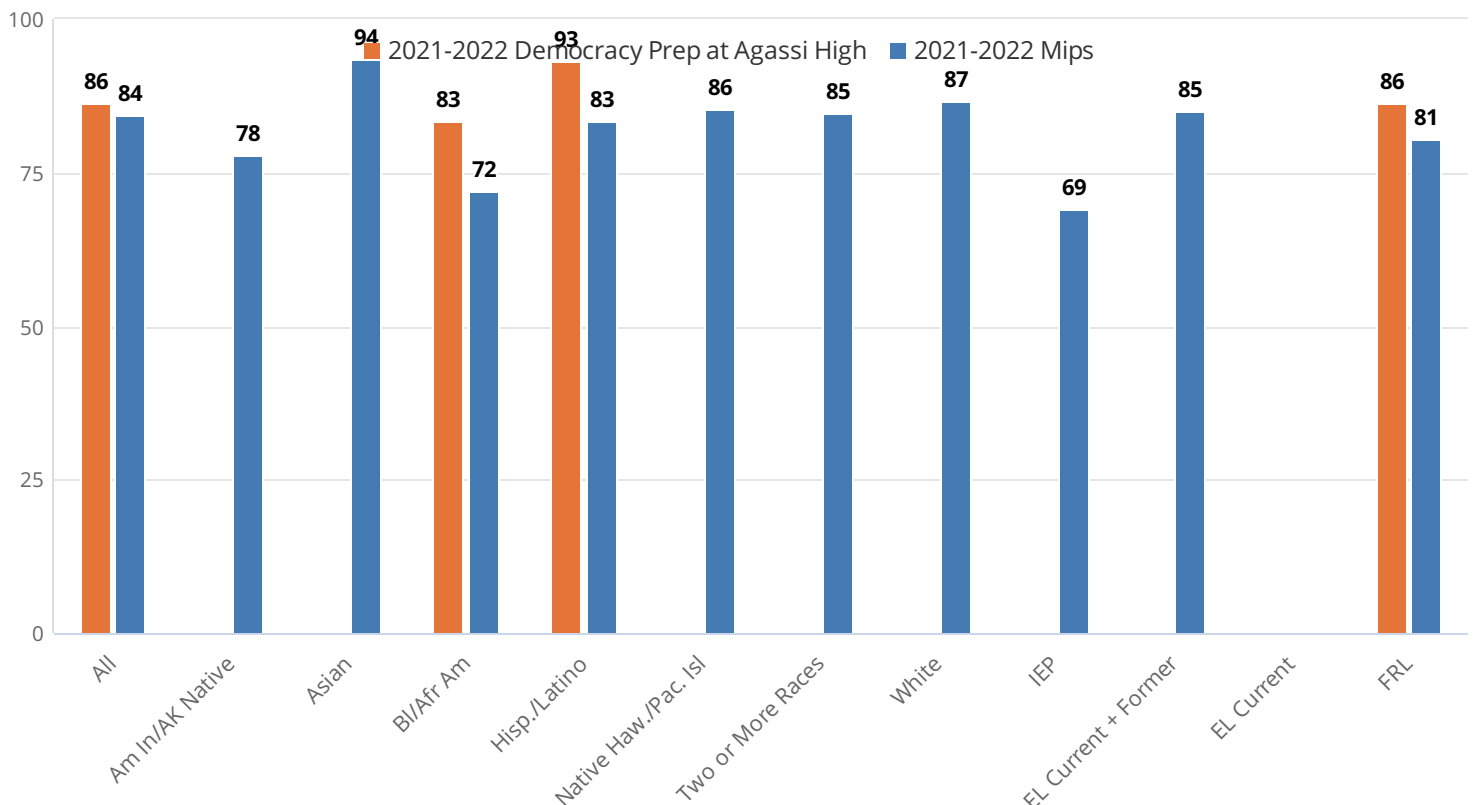
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 21/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	86.4	86.8	84.3			
American Indian/Alaska Native	N/A	93.7	77.9			
Asian	N/A	95.0	93.5			
Black/African American	83.3	79.7	71.9			
Hispanic/Latino	93.3	83.2	83.3			
Pacific Islander	N/A	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	-	90.5	86.8			
Special Education	-	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	-	73.3				
Economically Disadvantaged	86.4	81.2	80.6			

Graduation Rates 4-Year ACGR



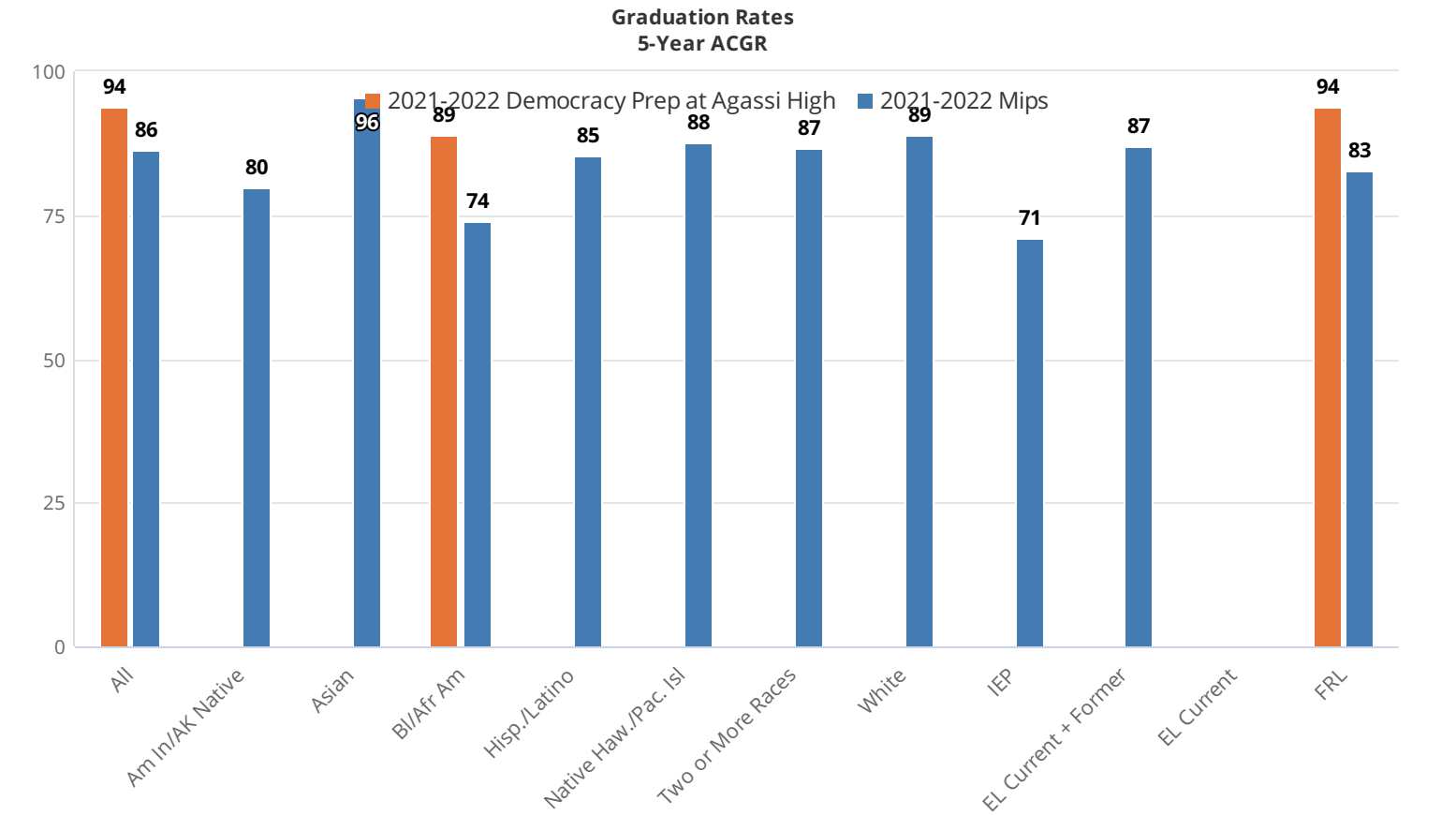


Graduation Rates


5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2021	2021	2021	2020	2020	2020
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	93.9	87.0	86.3			
American Indian/Alaska Native	N/A	75.0	79.9			
Asian	N/A	94.5	95.5			
Black/African American	88.8	82.5	73.9			
Hispanic/Latino	>95	82.9	85.3			
Pacific Islander	N/A	93.3	87.5			
Two or More Races	-	92.4	86.7			
White/Caucasian	-	89.1	88.8			
Special Education	-	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	-	81.4				
Economically Disadvantaged	93.9	81.3	82.6			



'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.

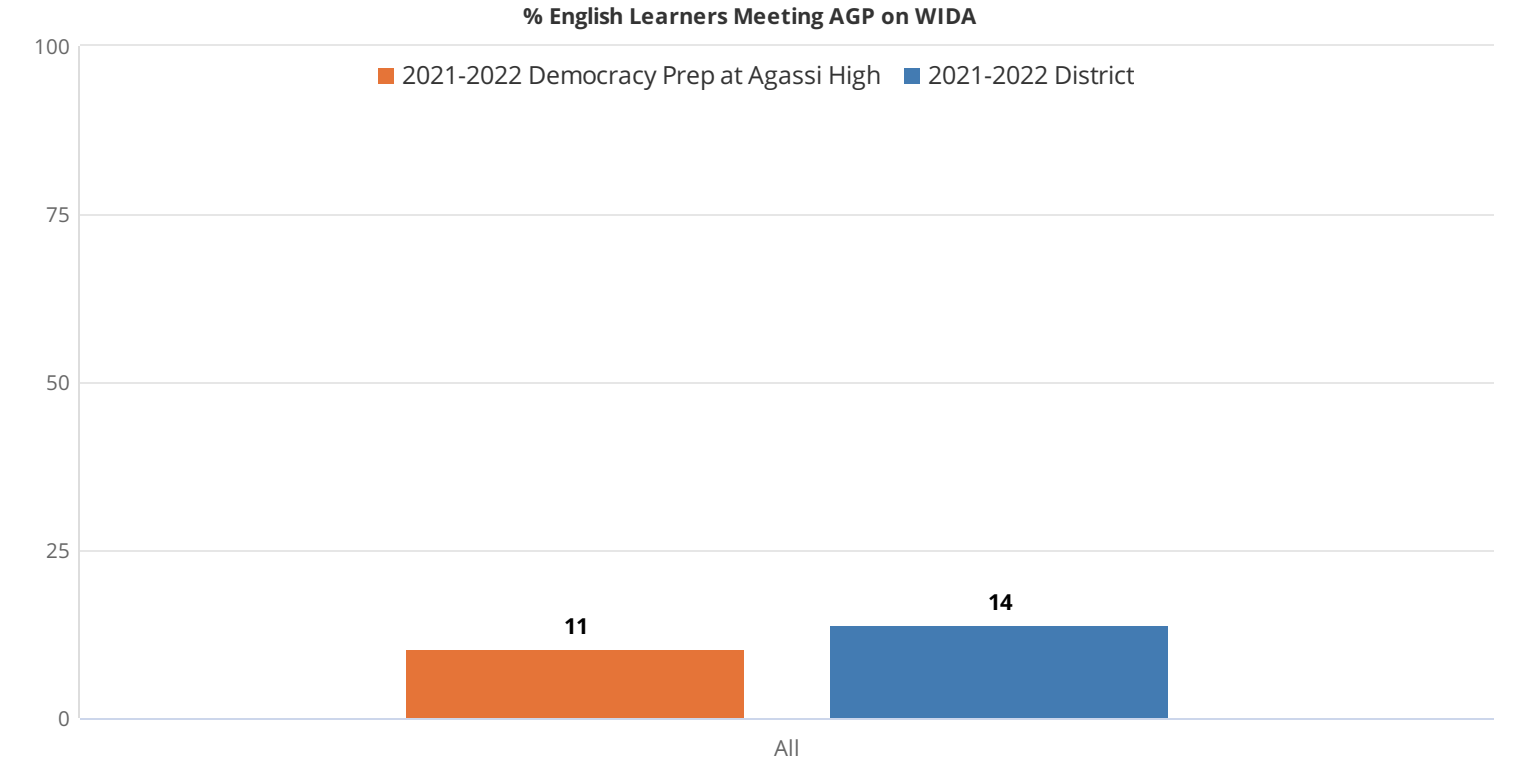


English Language

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: 6/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	19	10.5	14.1			



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	5.0	71.5		
American Indian/Alaska Native	N/A	64.7		
Asian	N/A	81.9		
Black/African American	<5	57.9		
Hispanic/Latino	-	69.5		
Pacific Islander	N/A	77.1		
Two or More Races	N/A	73.9		
White/Caucasian	-	75.5		
Special Education	-	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	60.5		
Economically Disadvantaged	5.0	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	<4.5	48.4		
American Indian/Alaska Native	N/A	58.8		
Asian	N/A	55.5		
Black/African American	<5	33.9		
Hispanic/Latino	-	41.4		
Pacific Islander	N/A	42.8		
Two or More Races	N/A	58.2		
White/Caucasian	-	56.2		
Special Education	-	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	24.8		
Economically Disadvantaged	<5	39.6		



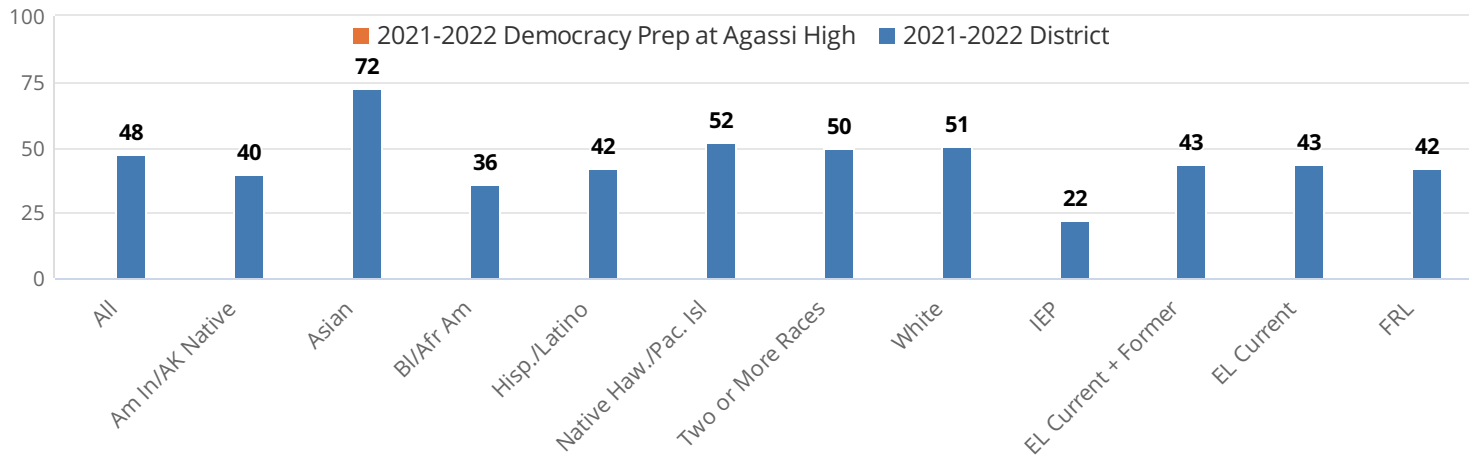
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	<5	47.6		
American Indian/Alaska Native	N/A	40.0		
Asian	N/A	72.3		
Black/African American	<5	35.8		
Hispanic/Latino	<5	41.8		
Pacific Islander	N/A	51.6		
Two or More Races	-	50.0		
White/Caucasian	N/A	50.5		
Special Education	-	21.8		
English Learners Current + Former	-	43.3		
English Learners Current	-	43.3		
Economically Disadvantaged	<5	41.9		

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	5.0	<5	<5	<5	<5	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	<5	<5	<5	<5	<5	<5	<5	<5
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	<5	<5	5.0	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. 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.

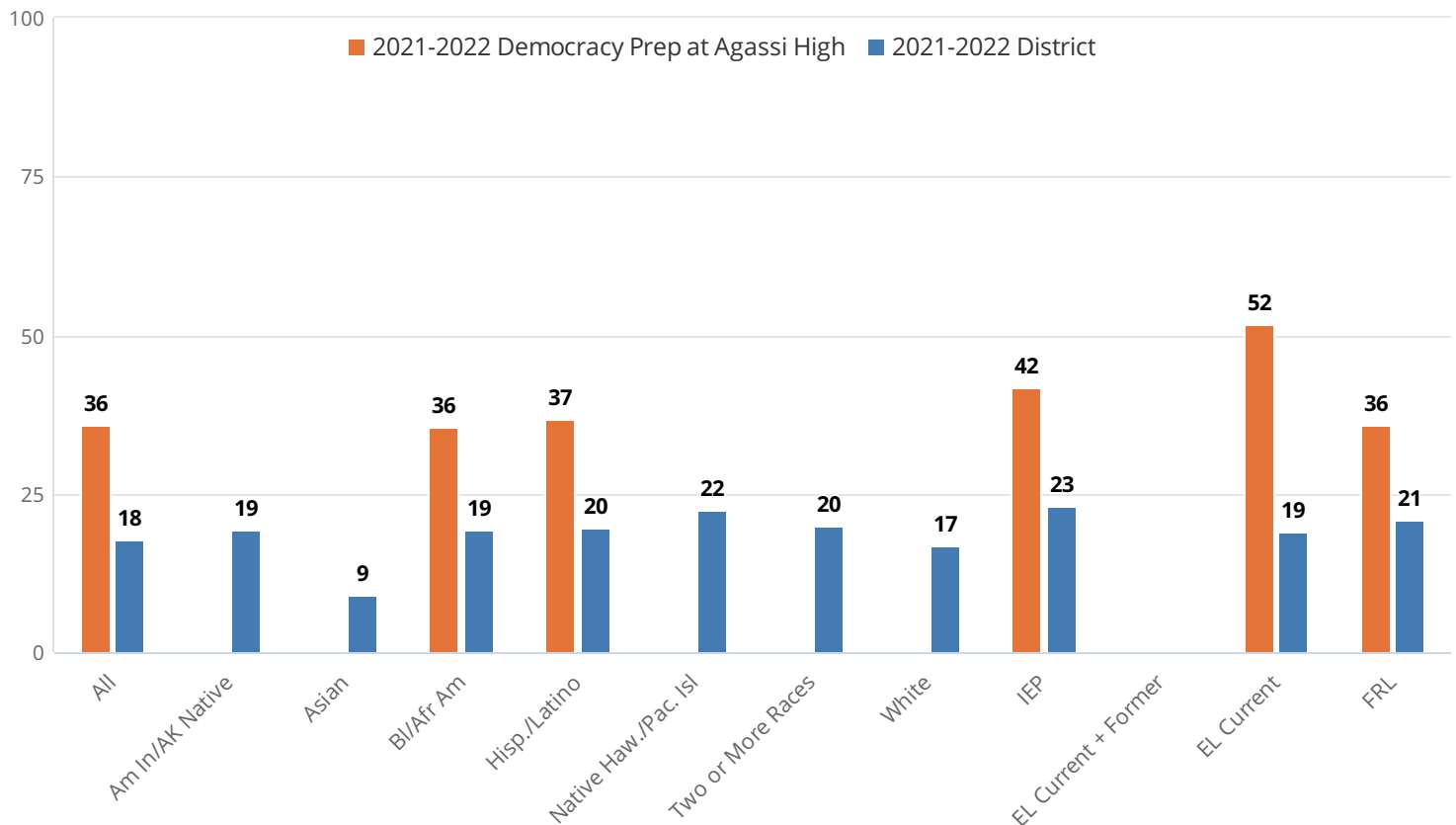
Chronic Absenteeism

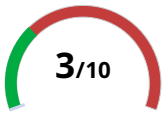
Chronic Absenteeism Points Earned: 0/5

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	35.9	17.9		
American Indian/Alaska Native	N/A	19.2		
Asian	-	9.0		
Black/African American	35.5	19.3		
Hispanic/Latino	36.7	19.5		
Pacific Islander	-	22.4		
Two or More Races	-	19.9		
White/Caucasian	-	16.8		
Special Education	41.6	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	51.7	19.0		
Economically Disadvantaged	35.9	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)



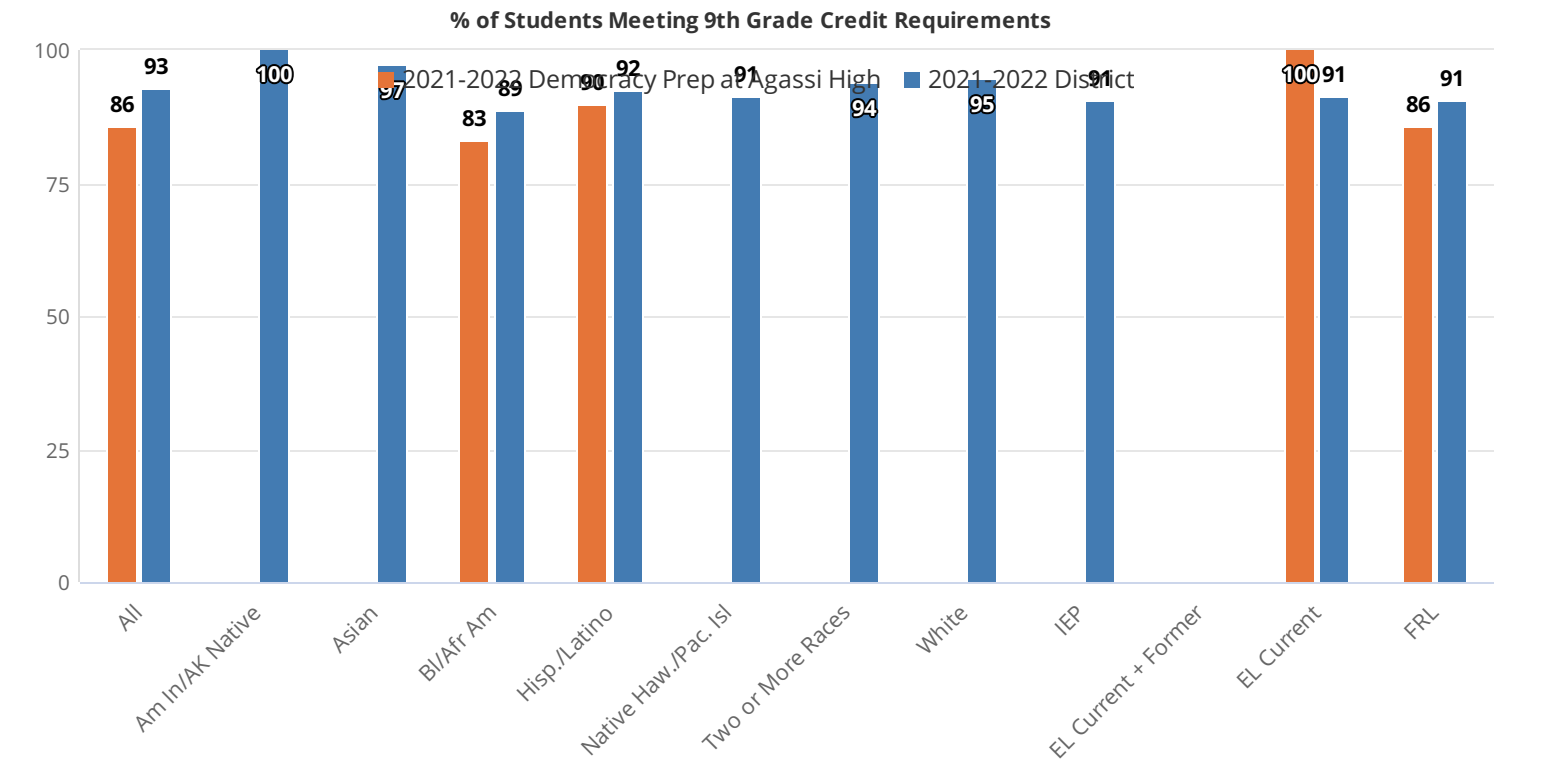


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	85.6	93.0		
American Indian/Alaska Native	N/A	100.0		
Asian	N/A	97.2		
Black/African American	82.9	88.7		
Hispanic/Latino	90.0	92.4		
Pacific Islander	-	91.4		
Two or More Races	-	93.8		
White/Caucasian	-	94.7		
Special Education	-	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	100.0	91.2		
Economically Disadvantaged	85.6	90.5		

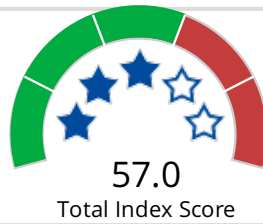


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

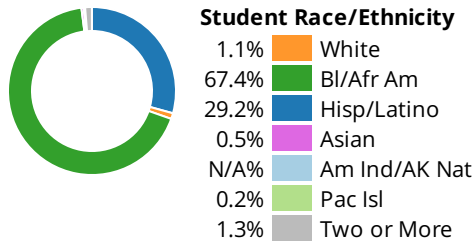
Democracy Prep at Agassi High

School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 1201 W Lake Mead Blvd Las Vegas, NV 89106

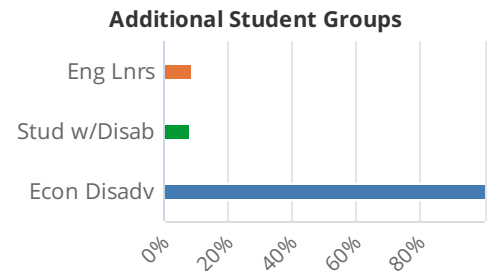


School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met



School Performance History

School Year	Index Score/Star Rating
2021-2022	45.2 NR
2020-2021	26.1 NR



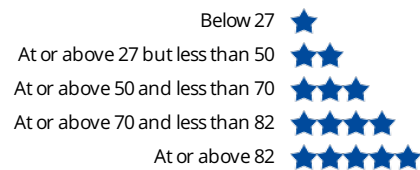
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	22.8	25.7
ELA Proficiency	42.1	54.0
Science Proficiency	15.4	26.5



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	86.3	86.0
5-Year	94.4	89.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	8.6	14.6



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	68.2	76.1
Post-Secondary Preparation Completion	21.9	50.0
Advanced or CCR Diploma	21.0	53.5

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	93.9	92.9
Chronic Absenteeism	23.5	19.6
Climate Survey Participation	75.0	N/A

9/25

Academic Achievement

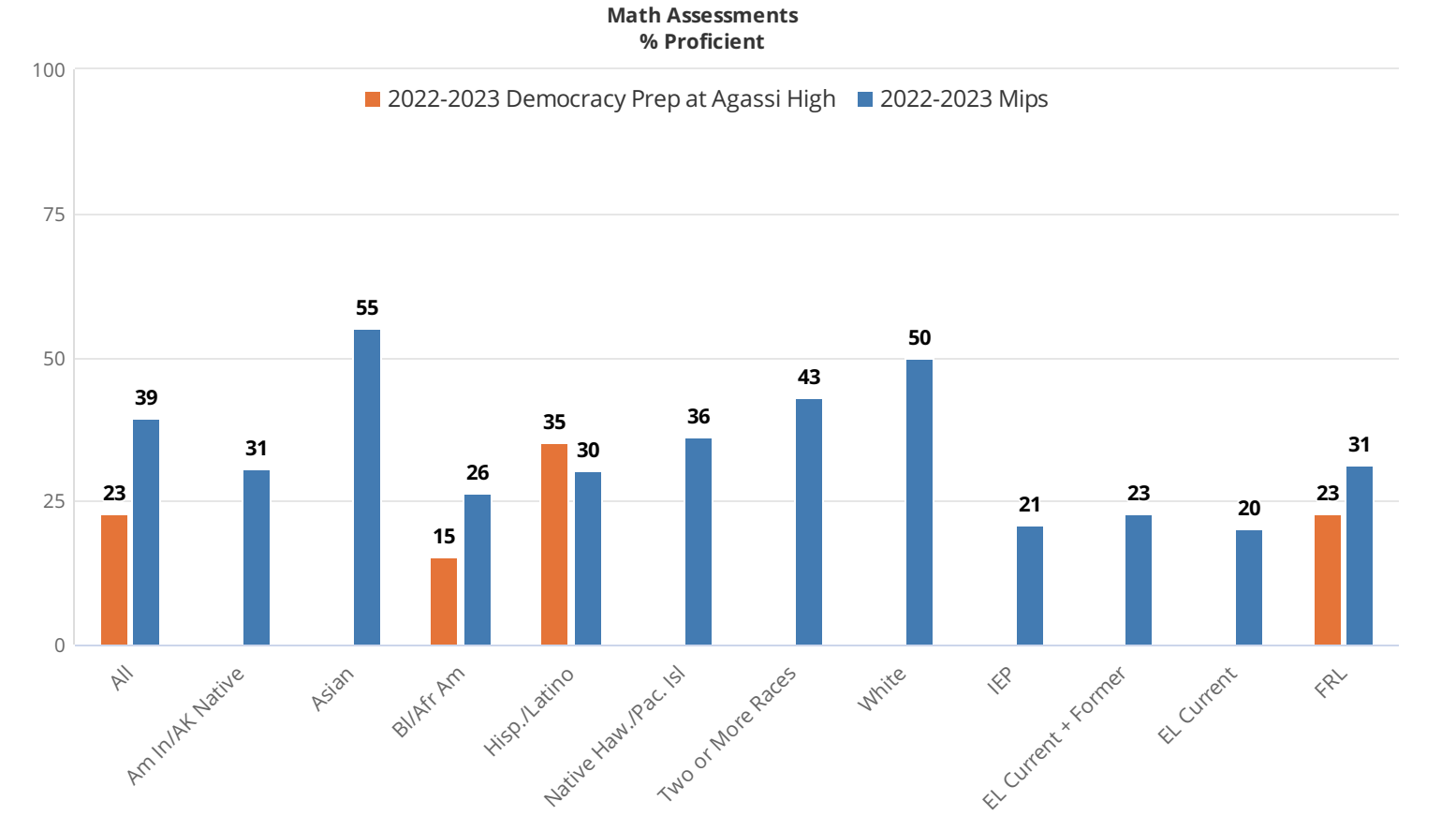
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.


Math Proficient

Math Proficient Points Earned: 4/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.8	25.7	39.38	10.2	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	-	55.1	52.76
Black/African American	15.3	11.0	26.37	11.1	10.2	22.5
Hispanic/Latino	35.2	16.0	30.44	<5	14.2	26.78
Pacific Islander	N/A	28.0	36.16	N/A	23.0	32.8
Two or More Races	N/A	35.5	43.1	N/A	31.9	40.11
White/Caucasian	N/A	33.6	49.68	N/A	33.8	47.04
Special Education	-	6.2	20.93	-	6.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	22.8	14.5	31.41	10.4	14.6	27.8



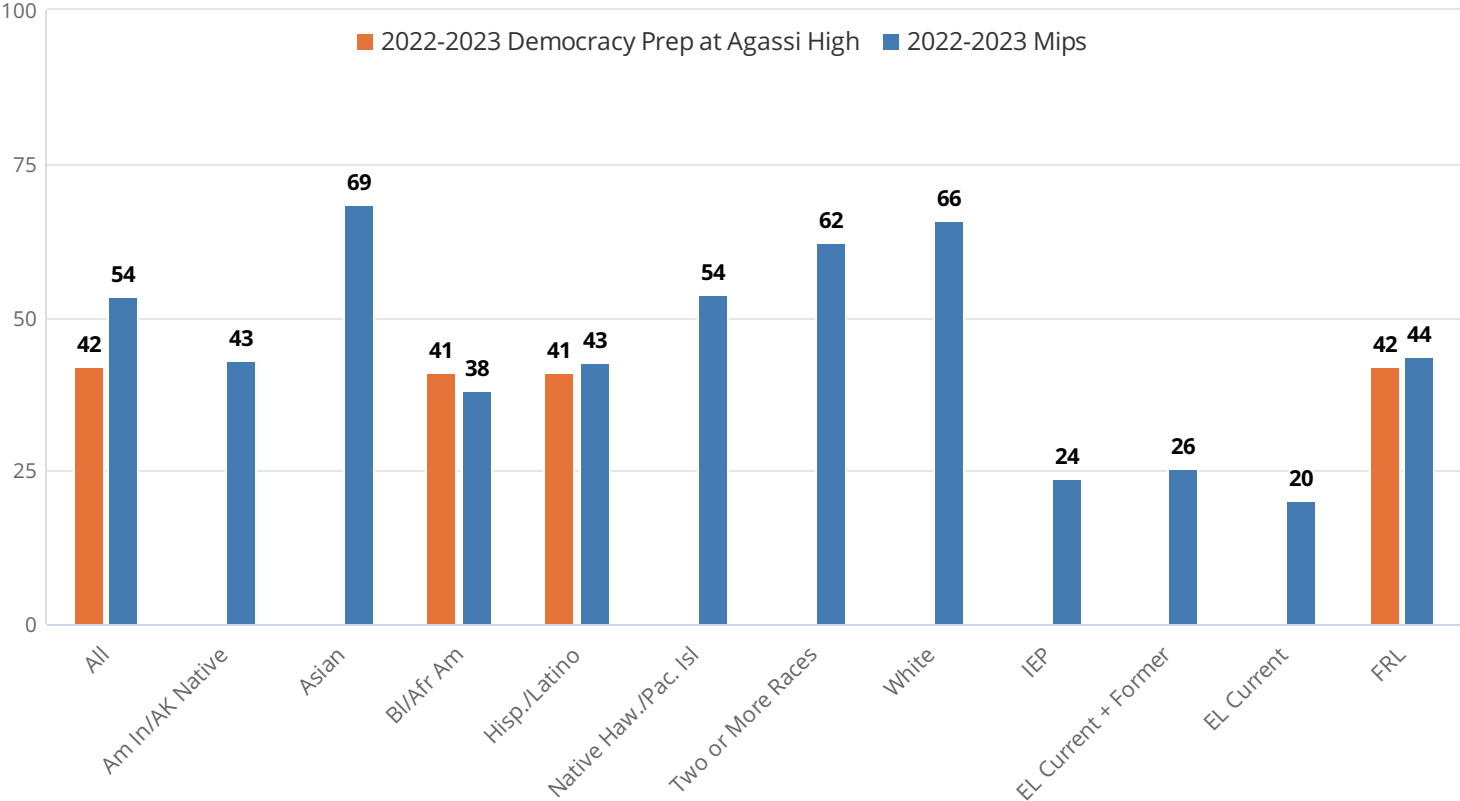
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 4.5/10		
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.1	54.0	53.55	43.7	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	-	78.7	66.85
Black/African American	41.0	34.6	38.08	50.0	40.6	34.82
Hispanic/Latino	41.1	43.8	42.69	33.3	42.3	39.67
Pacific Islander	N/A	56.1	53.74	N/A	35.8	51.31
Two or More Races	N/A	65.5	62.16	N/A	60.5	60.16
White/Caucasian	N/A	64.6	65.93	N/A	65.7	64.14
Special Education	-	19.2	23.93	-	16.5	19.92
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64
English Learners Current	-	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	42.1	41.8	43.73	44.6	43.4	40.77

ELA Assessments
% Proficient



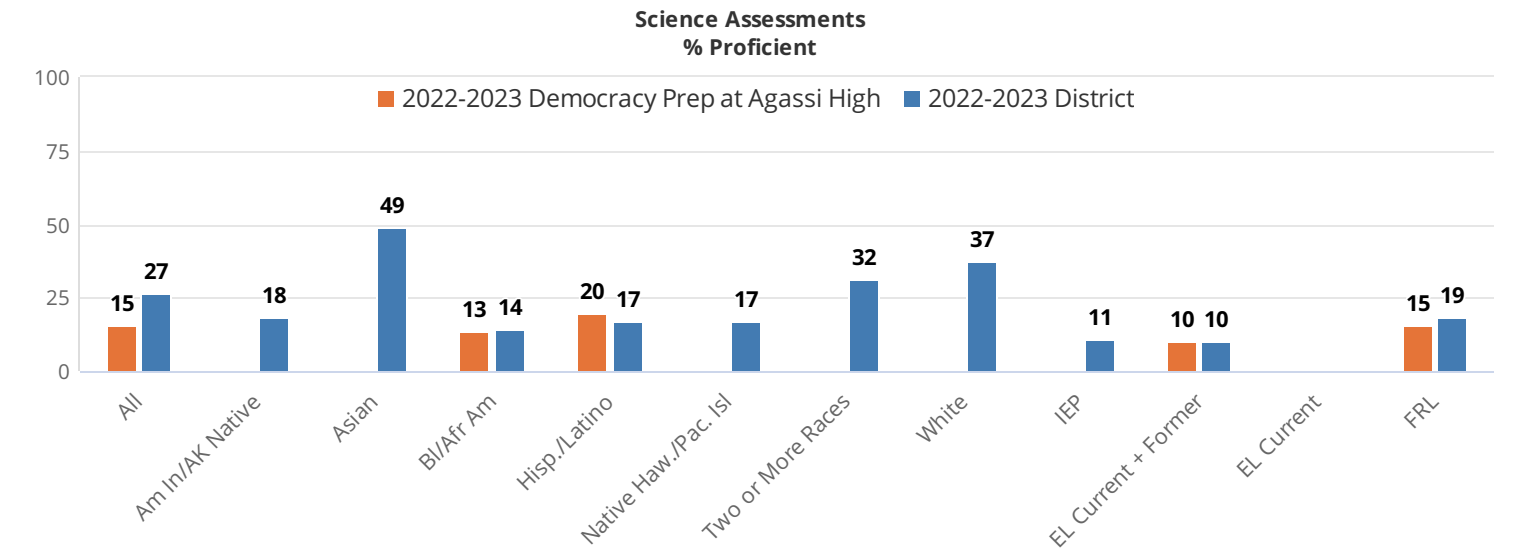
9/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.4	26.5	-	31.6
American Indian/Alaska Native	N/A	18.1	N/A	23.0
Asian	N/A	49.3	N/A	46.9
Black/African American	13.4	14.2	-	16.5
Hispanic/Latino	20.0	17.2	N/A	21.0
Pacific Islander	-	17.3	N/A	33.3
Two or More Races	-	31.6	N/A	39.1
White/Caucasian	N/A	37.3	N/A	43.2
Special Education	-	11.1	-	10.8
English Learners Current + Former	10.0	10.1	N/A	11.4
English Learners Current	-	<5	N/A	<5
Economically Disadvantaged	15.4	18.7	N/A	22.1



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

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White/Caucasian	-	-	N/A	N/A
Special Education	-	-	-	-
English Learners Current + Former	-	-	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

25/30

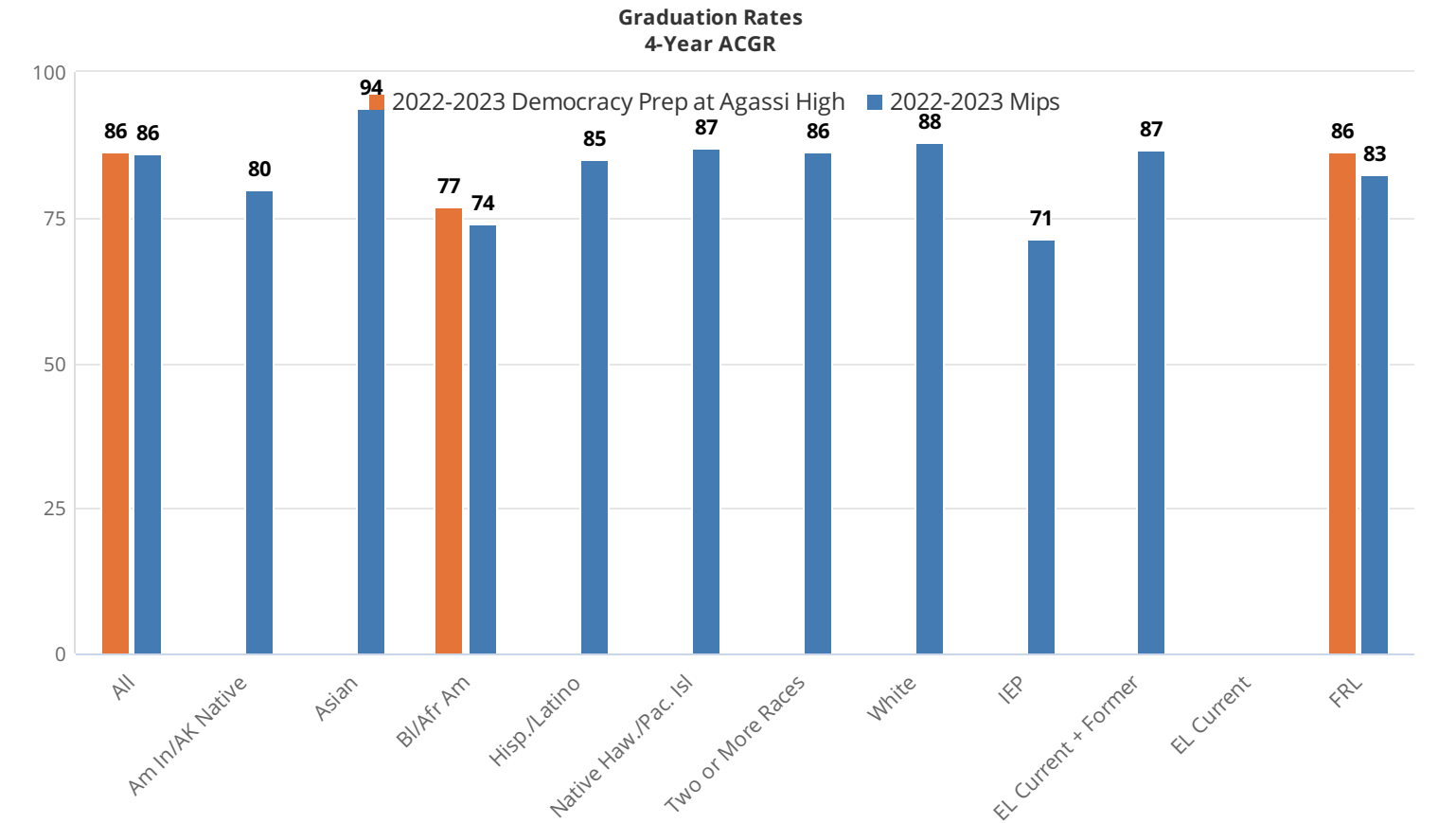
Graduation Rates


The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 20/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	86.3	86.0	86	86.4	86.8	84.3
American Indian/Alaska Native	N/A	80.9	79.9	N/A	93.7	77.9
Asian	N/A	91.1	93.7	N/A	95.0	93.5
Black/African American	76.9	75.0	74	83.3	79.7	71.9
Hispanic/Latino	-	84.4	85.1	93.3	83.2	83.3
Pacific Islander	N/A	89.4	87.1	N/A	86.1	85.5
Two or More Races	N/A	82.4	86.4	-	87.8	84.7
White/Caucasian	N/A	90.9	88.1	-	90.5	86.8
Special Education	-	83.3	71.3	-	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	-	86.6	-	-	73.3	-
Economically Disadvantaged	86.3	80.9	82.5	86.4	81.2	80.6



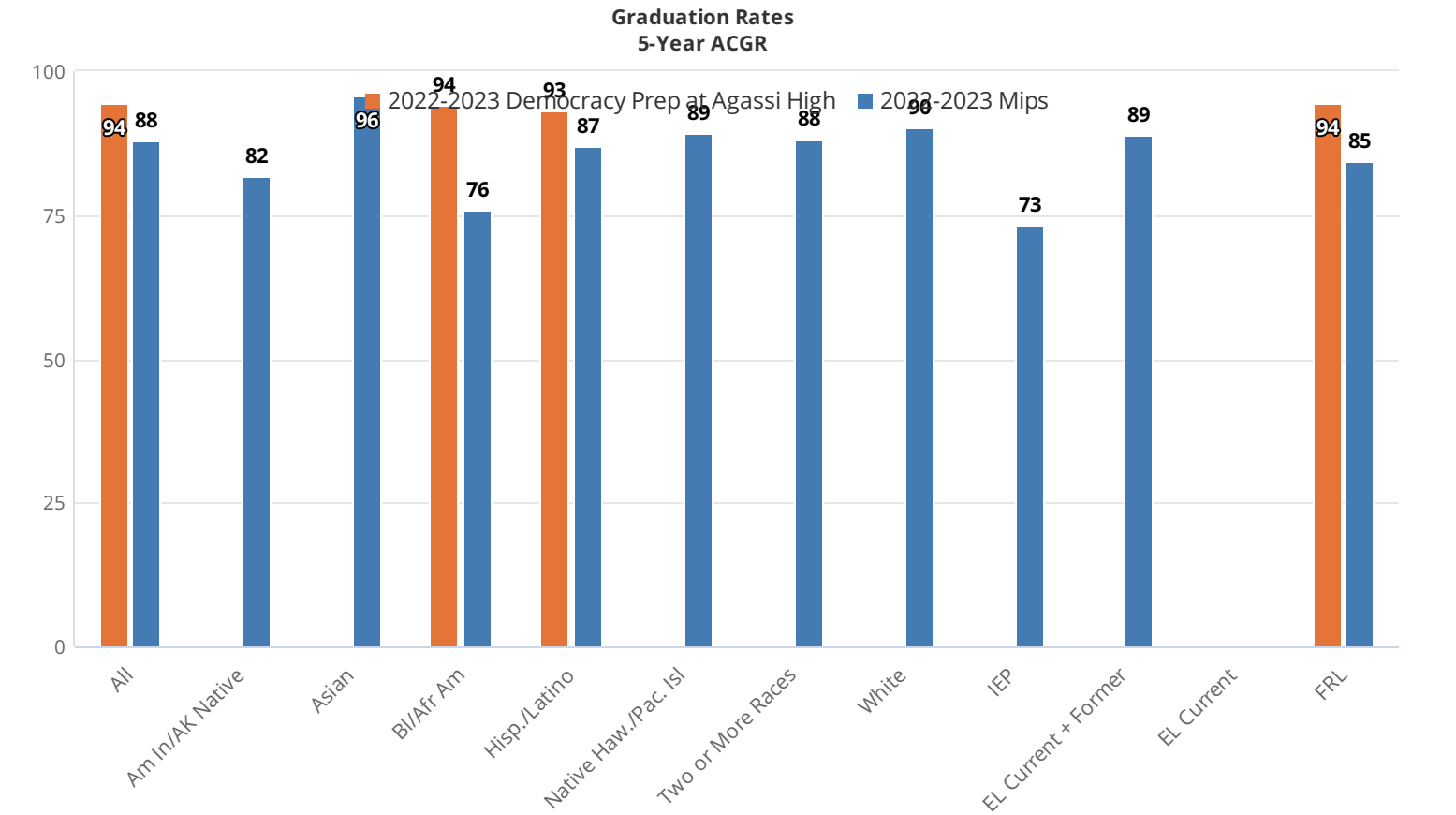


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2022	2022	2022	2021	2021	2021
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	94.4	89.9	88	93.9	87.0	86.3
American Indian/Alaska Native	N/A	93.7	81.9	N/A	75.0	79.9
Asian	N/A	>95	95.7	N/A	94.5	95.5
Black/African American	94.1	83.7	76	88.8	82.5	73.9
Hispanic/Latino	93.3	87.2	87.1	>95	82.9	85.3
Pacific Islander	N/A	86.1	89.1	N/A	93.3	87.5
Two or More Races	-	88.6	88.4	-	92.4	86.7
White/Caucasian	-	92.9	90.1	-	89.1	88.8
Special Education	-	79.9	73.3	-	76.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	-	79.4	-	-	81.4	-
Economically Disadvantaged	94.4	85.4	84.5	93.9	81.3	82.6



'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.

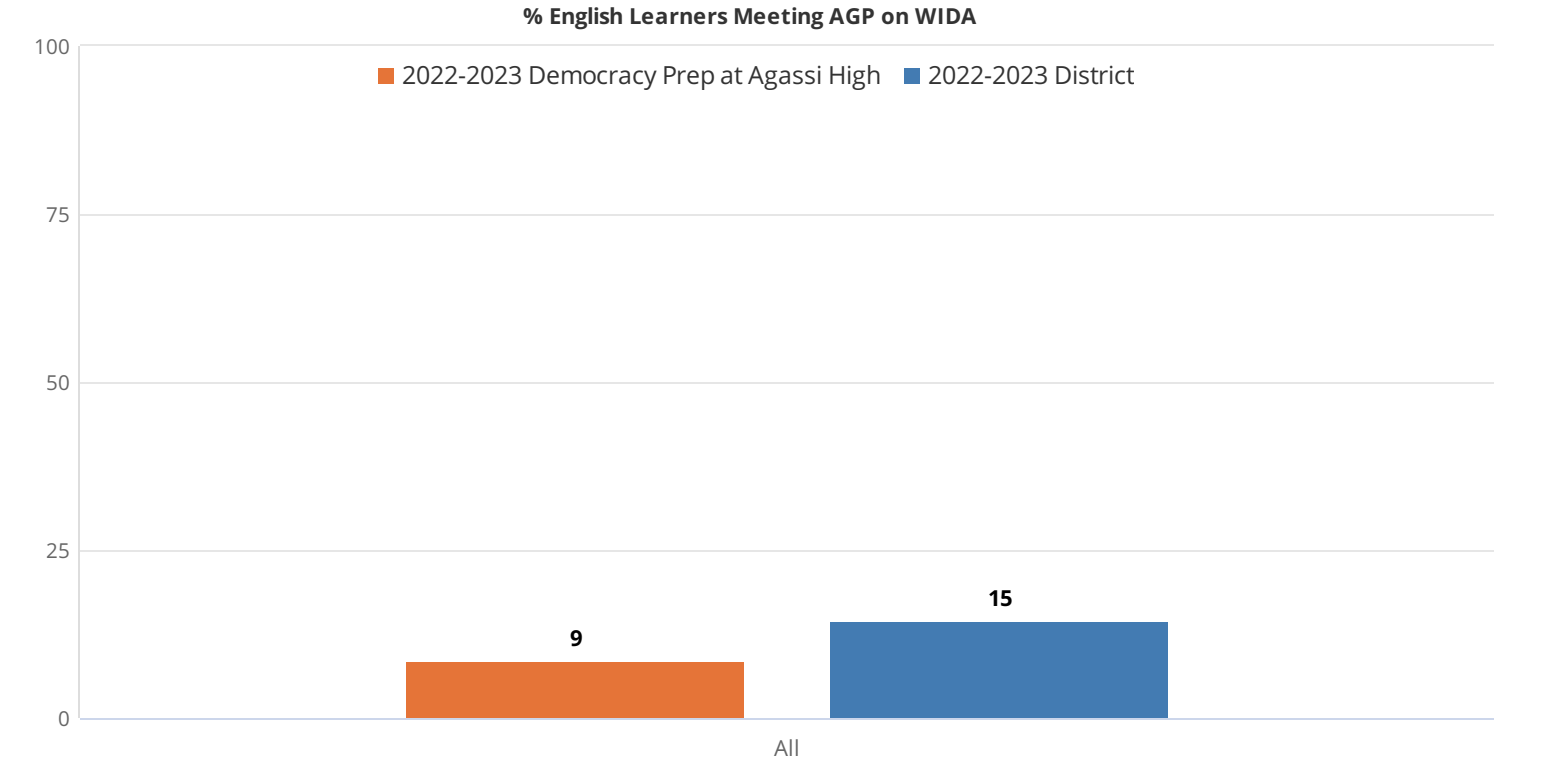
5/10

English Language

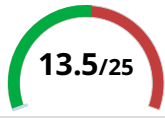
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 5/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	23	8.6	14.6	19	10.5	14.1



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

**College and Career Readiness**

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation**Post-Secondary Preparation Participation Points Earned: 7.5/10**

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	68.2	76.1	5.0	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	-	88.2	N/A	81.9
Black/African American	50.0	63.5	<5	57.9
Hispanic/Latino	85.0	74.1	-	69.5
Pacific Islander	N/A	76.1	N/A	77.1
Two or More Races	N/A	75.0	N/A	73.9
White/Caucasian	N/A	81.5	-	75.5
Special Education	-	44.9	-	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.1	N/A	60.5
Economically Disadvantaged	68.2	70.2	5.0	68.6

Post-Secondary Preparation Completion**Post-Secondary Preparation Completion Points Earned: 4/10**

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	21.9	50.0	<5	48.4
American Indian/Alaska Native	N/A	-	N/A	58.8
Asian	-	68.5	N/A	55.5
Black/African American	<5	32.9	<5	33.9
Hispanic/Latino	45.0	48.7	-	41.4
Pacific Islander	N/A	26.1	N/A	42.8
Two or More Races	N/A	50.5	N/A	58.2
White/Caucasian	N/A	55.8	-	56.2
Special Education	-	18.6	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	31.2	N/A	24.8
Economically Disadvantaged	21.9	40.5	<5	39.6

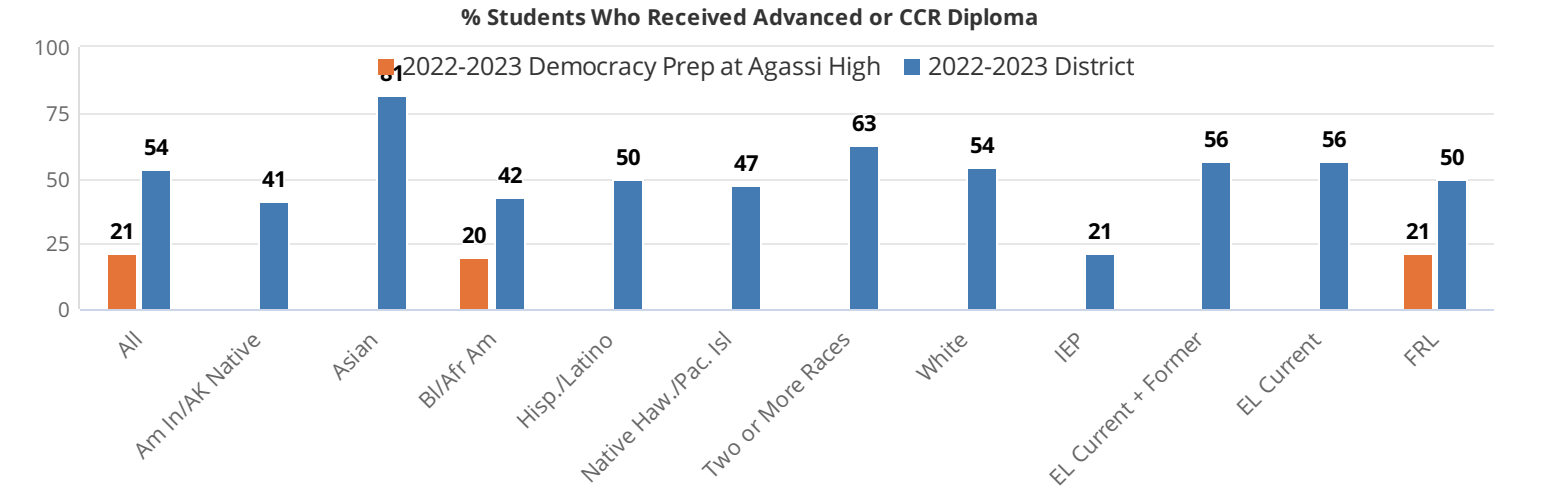
13.5/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 2/5


Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	21.0	53.5	<5	47.6
American Indian/Alaska Native	N/A	41.1	N/A	40.0
Asian	N/A	81.3	N/A	72.3
Black/African American	20.0	42.4	<5	35.8
Hispanic/Latino	-	49.5	<5	41.8
Pacific Islander	N/A	47.0	N/A	51.6
Two or More Races	N/A	62.5	-	50.0
White/Caucasian	N/A	54.3	N/A	50.5
Special Education	-	21.3	-	21.8
English Learners Current + Former	-	56.4	-	43.3
English Learners Current	-	56.4	-	43.3
Economically Disadvantaged	21.0	49.8	<5	41.9



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	68.2	21.9	<5	<5	<5	<5	<5	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	50.0	<5	<5	<5	<5	<5	<5	<5
Hispanic/Latino	85.0	45.0	<5	<5	<5	<5	<5	<5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	68.2	21.9	<5	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

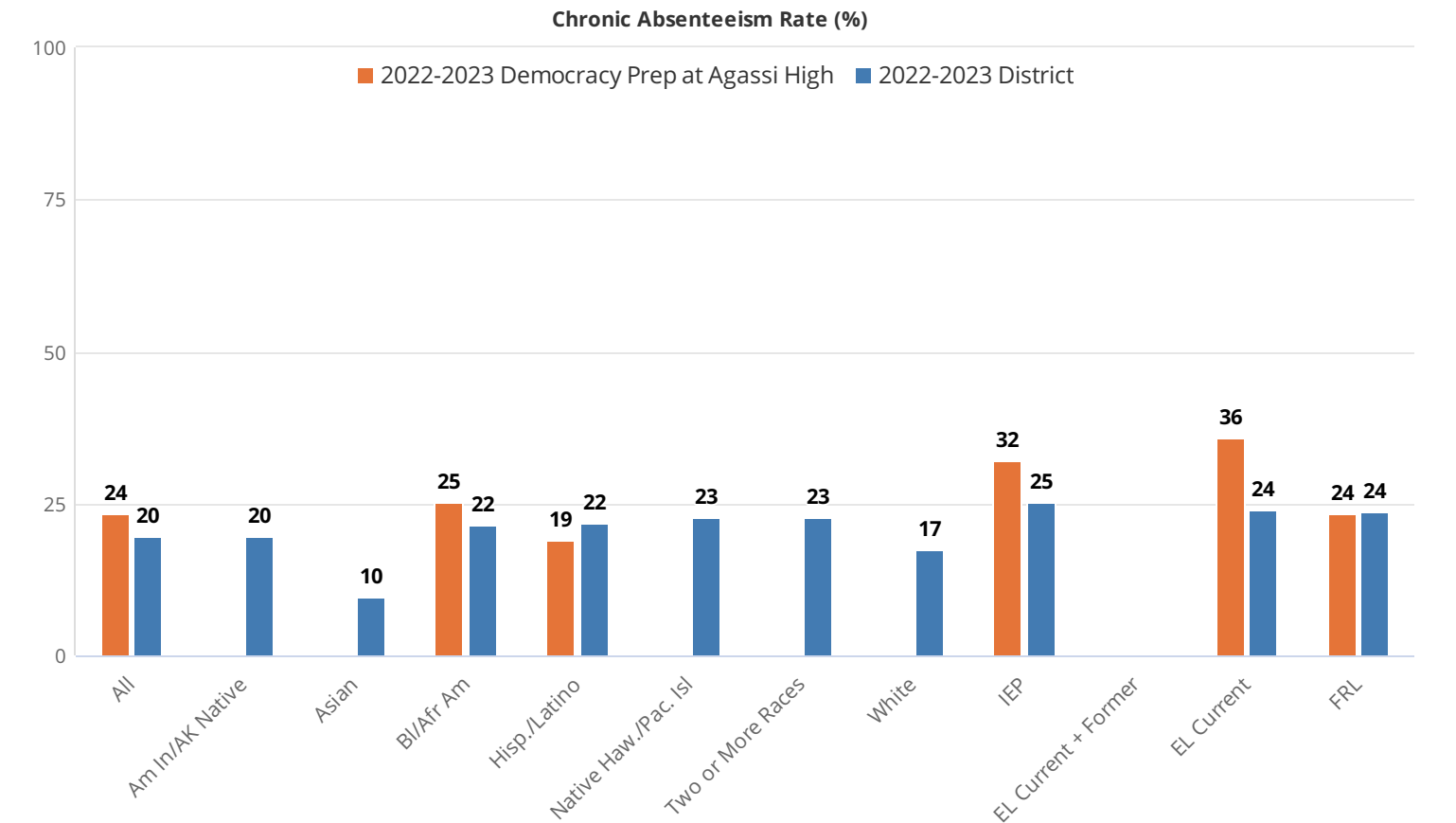
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 0/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	23.5	19.6	35.9	17.9
American Indian/Alaska Native	N/A	19.5	N/A	19.2
Asian	-	9.7	-	9.0
Black/African American	25.1	21.5	35.5	19.3
Hispanic/Latino	19.1	21.9	36.7	19.5
Pacific Islander	-	22.7	-	22.4
Two or More Races	-	22.6	-	19.9
White/Caucasian	-	17.4	-	16.8
Special Education	32.2	25.1	41.6	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	35.7	24.1	51.7	19.0
Economically Disadvantaged	23.5	23.8	35.9	21.0

Reducing Chronic Absenteeism by 10% bonus points: 0.5



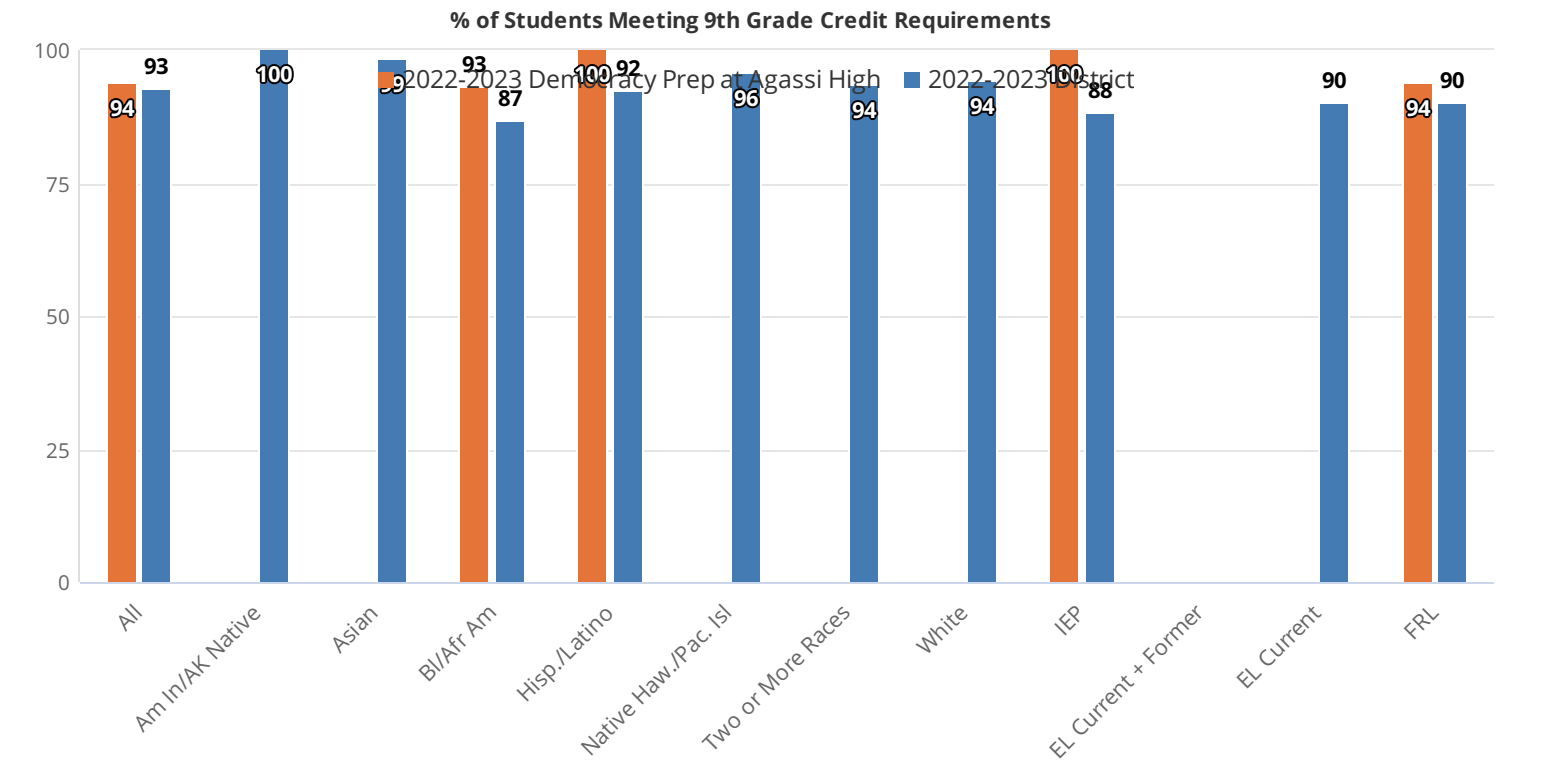


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	93.9	92.9	85.6	93.0
American Indian/Alaska Native	N/A	100.0	N/A	100.0
Asian	N/A	98.6	N/A	97.2
Black/African American	93.2	86.9	82.9	88.7
Hispanic/Latino	100.0	92.4	90.0	92.4
Pacific Islander	N/A	95.7	-	91.4
Two or More Races	-	93.6	-	93.8
White/Caucasian	-	94.4	-	94.7
Special Education	100.0	88.3	-	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.3	100.0	91.2
Economically Disadvantaged	93.9	90.2	85.6	90.5



'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.

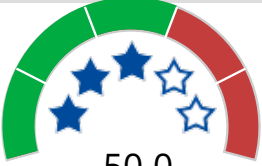
School Level: High School

Grade Levels: 09-12

District: State Public Charter School Authority

School 1201 W Lake Mead Blvd

Address: Las Vegas, NV 89106




50.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

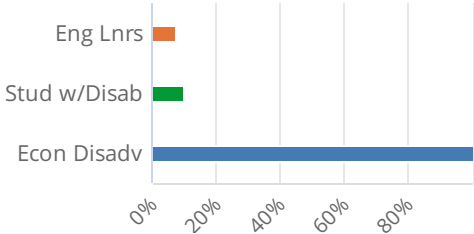


Student Race/Ethnicity
1.9% White
73.5% BI/Afr Am
22.5% Hisp/Latino
0.5% Asian
N/A% Am Ind/AK Nat
0.8% Pac Isl
0.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	57.0 ★★★★★
2021-2022	45.2 NR

Additional Student Groups




What does my school rating mean?
Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

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 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★


2023-2024 School Performance



5.5/25

Academic Achievement Indicator


Measure	School Rate	District Rate
Math Proficiency	8.8	24.1
ELA Proficiency	35.4	55.7
Science Proficiency	10.5	23.6



30/30

Graduation Rates Indicator


Measure	School Rate	District Rate
4-Year	91.1	83.8
5-Year	95.0	88.0



5/10

English Language Proficiency Indicator


Measure	School Rate	District Rate
Met EL AGP Target	8.3	14.6



5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	93.8
Chronic Absenteeism	42.6	19.9
Climate Survey Participation	64.0	N/A




4.5/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	54.1	75.1
Post-Secondary Preparation Completion	<4.5	53.9
Advanced or CCR Diploma	7.3	54.3

Climate Survey Participation is not a point-earning measure.
Graduation and diploma rates are based on the class of 2022-2023.



Academic Achievement

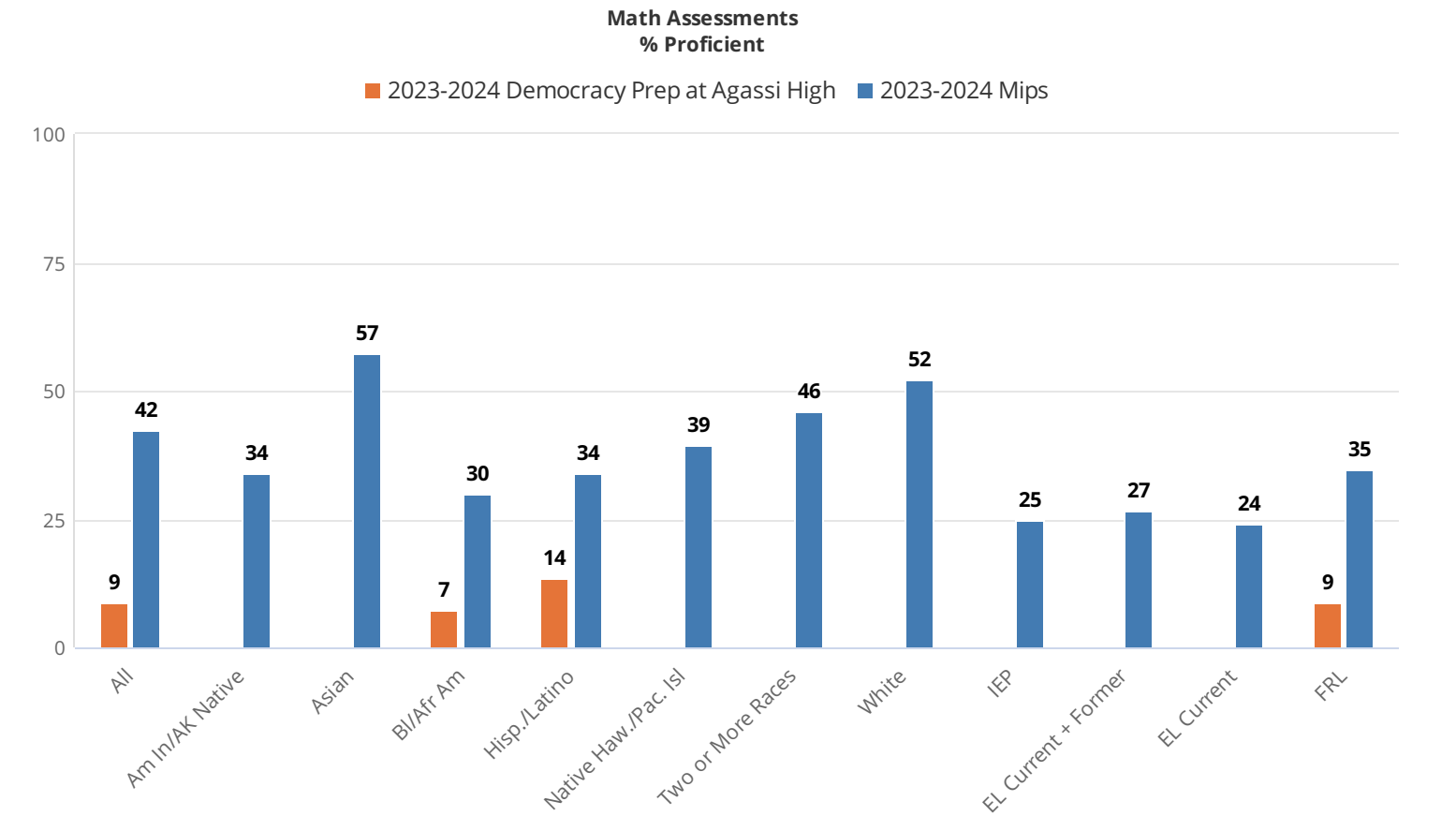
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	8.8	24.1	42.41	22.8	25.7	39.38
American Indian/Alaska Native	N/A	5.8	34.09	N/A	20.0	30.62
Asian	N/A	46.8	57.36	-	50.2	55.12
Black/African American	7.4	9.9	30.05	15.3	11.0	26.37
Hispanic/Latino	13.6	15.4	33.92	35.2	16.0	30.44
Pacific Islander	-	15.0	39.35	N/A	28.0	36.16
Two or More Races	-	33.4	45.95	N/A	35.5	43.1
White/Caucasian	N/A	34.4	52.2	N/A	33.6	49.68
Special Education	-	7.1	24.88	-	6.2	20.93
English Learners Current + Former	-	6.6	26.71	-	<5	22.86
English Learners Current	-	6.1	24.22	-	<5	20.23
Economically Disadvantaged	8.8	13.6	34.84	22.8	14.5	31.41

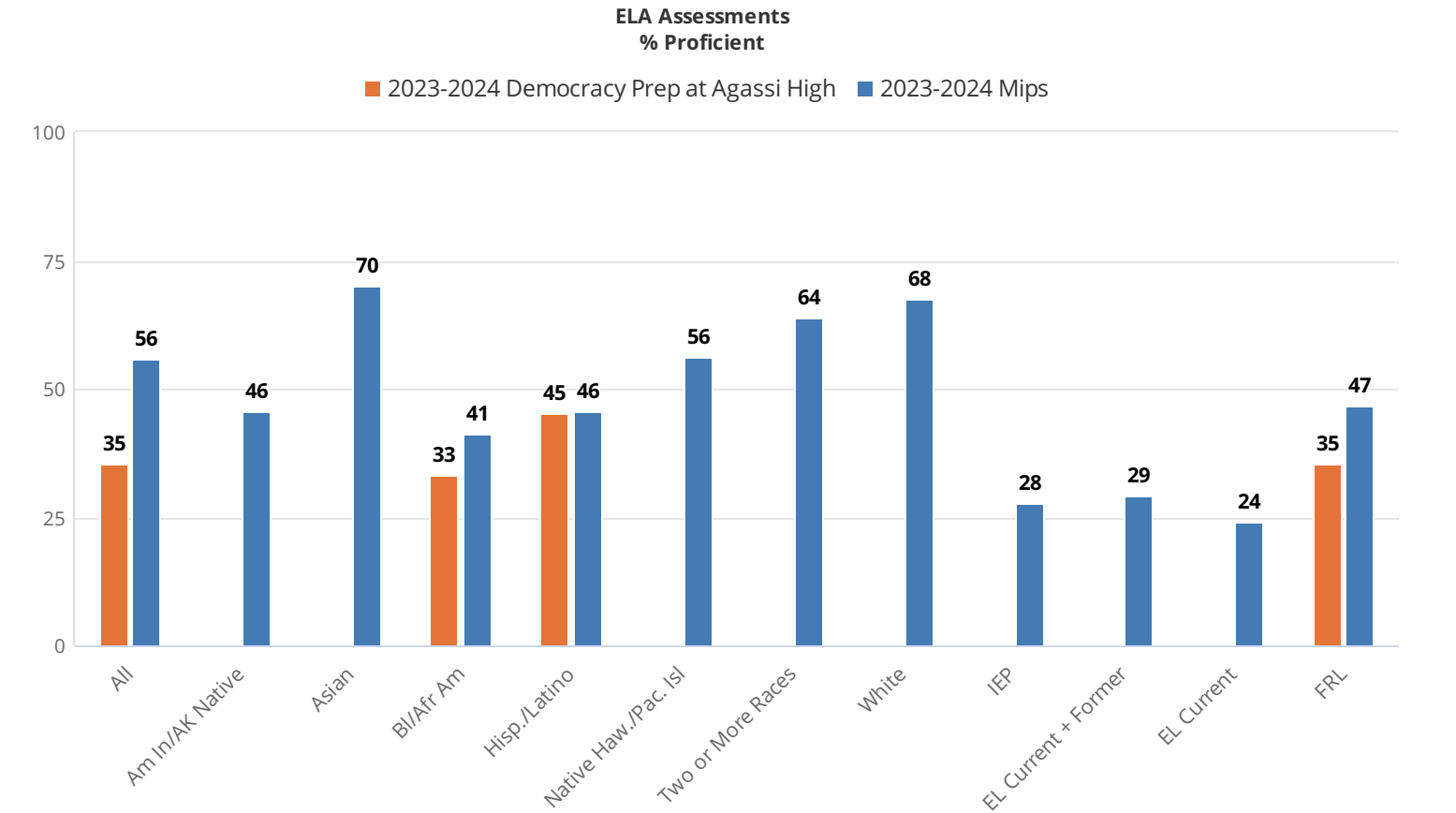


'N/A' indicates that this population was not present. '**' indicates that the data was not available. ' ' indicates data not presented for groups fewer than 10.



Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 3.5/10		
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	35.4	55.7	55.88	42.1	54.0	53.55
American Indian/Alaska Native	N/A	41.1	45.78	N/A	70.0	42.92
Asian	N/A	77.9	70.08	-	75.2	68.51
Black/African American	33.3	38.8	41.18	41.0	34.6	38.08
Hispanic/Latino	45.4	47.8	45.55	41.1	43.8	42.69
Pacific Islander	-	50.9	56.06	N/A	56.1	53.74
Two or More Races	-	61.1	64.05	N/A	65.5	62.16
White/Caucasian	N/A	66.8	67.63	N/A	64.6	65.93
Special Education	-	18.1	27.73	-	19.2	23.93
English Learners Current + Former	-	28.2	29.28	-	10.9	25.56
English Learners Current	-	27.4	24.17	-	6.0	20.18
Economically Disadvantaged	35.4	43.5	46.55	42.1	41.8	43.73



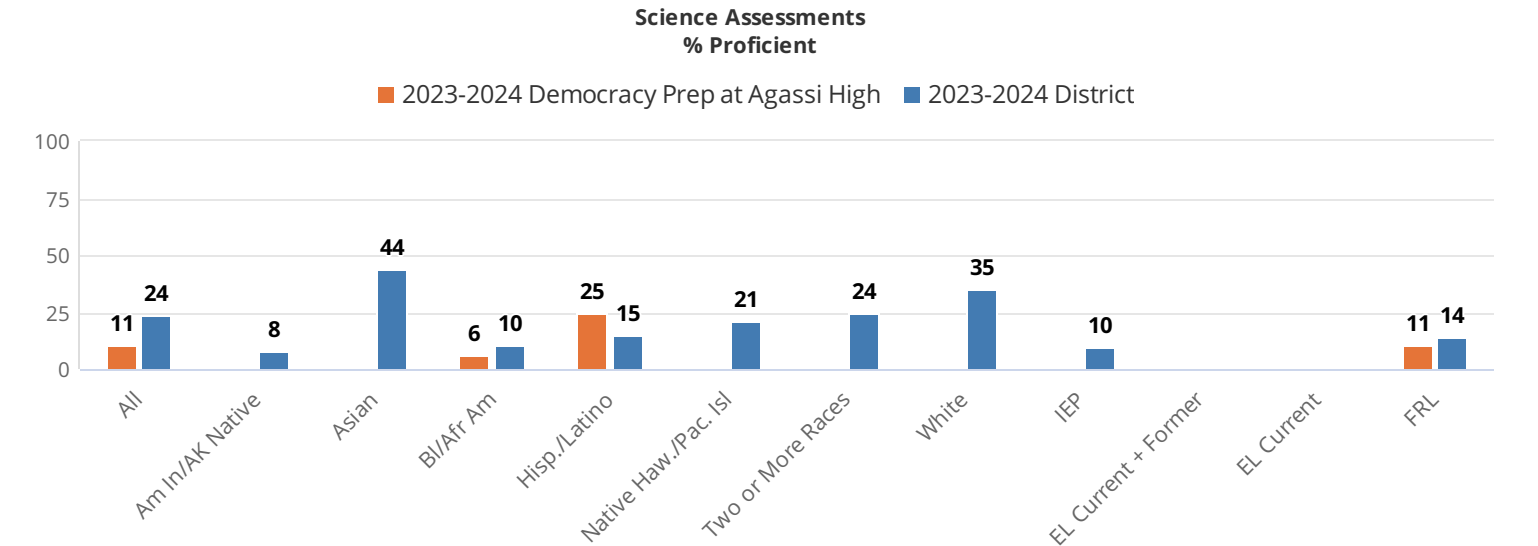
5.5/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	10.5	23.6	15.4	26.5
American Indian/Alaska Native	N/A	8.3	N/A	18.1
Asian	N/A	44.2	N/A	49.3
Black/African American	6.3	10.1	13.4	14.2
Hispanic/Latino	25.0	15.1	20.0	17.2
Pacific Islander	N/A	21.4	-	17.3
Two or More Races	-	24.4	-	31.6
White/Caucasian	-	35.0	N/A	37.3
Special Education	-	9.5	-	11.1
English Learners Current + Former	-	<5	10.0	10.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	10.5	14.4	15.4	18.7




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

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	-	-
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	N/A	N/A	-	-
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



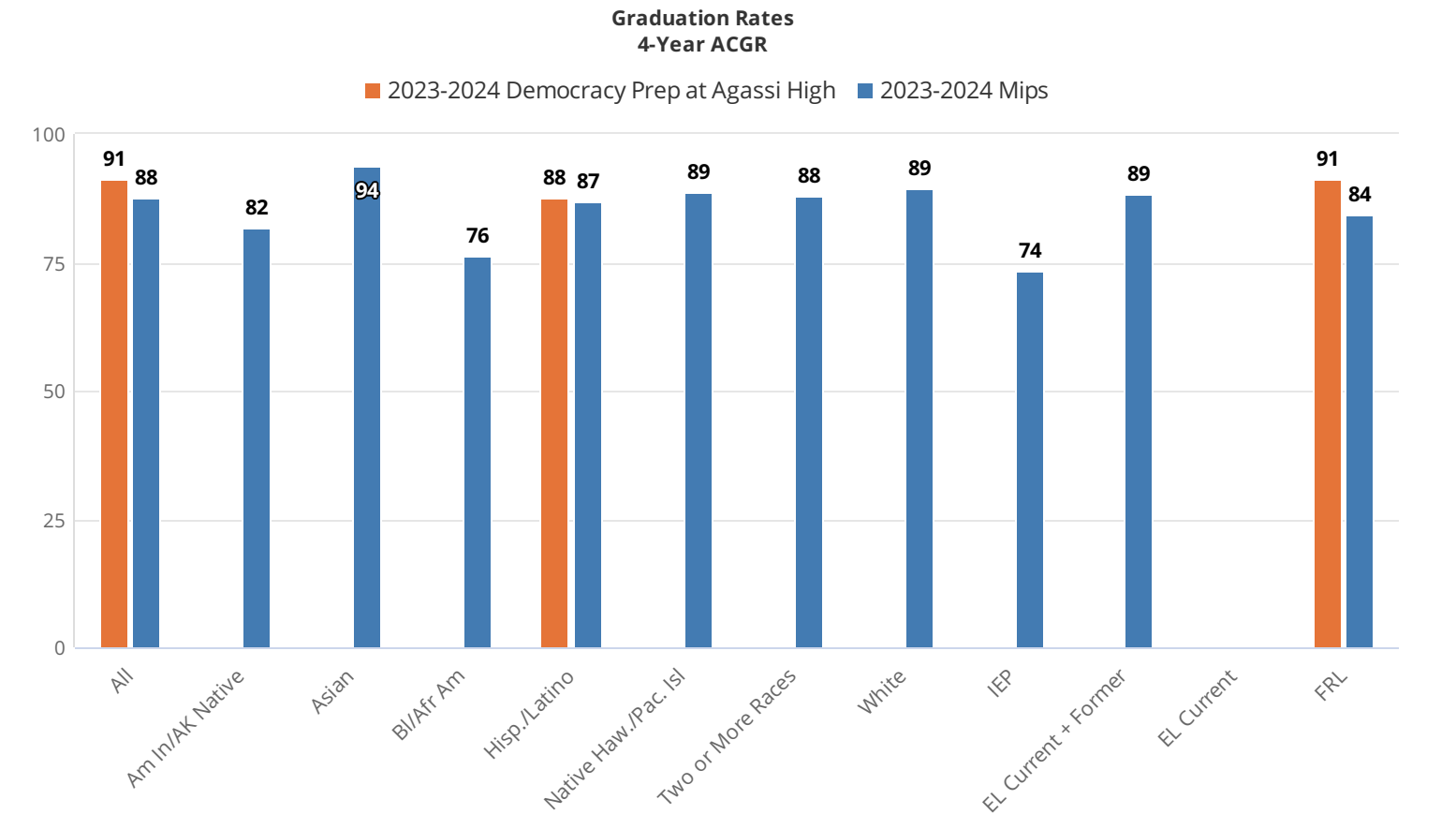
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	91.1	83.8	87.7	86.3	86.0	86
American Indian/Alaska Native	N/A	-	81.9	N/A	80.9	79.9
Asian	-	>95	93.9	N/A	91.1	93.7
Black/African American	>95	70.4	76.1	76.9	75.0	74
Hispanic/Latino	87.5	81.4	86.9	-	84.4	85.1
Pacific Islander	N/A	68.6	88.7	N/A	89.4	87.1
Two or More Races	N/A	82.4	88.1	N/A	82.4	86.4
White/Caucasian	-	91.0	89.4	N/A	90.9	88.1
Special Education	-	69.1	73.5	-	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	-	92.5	-	-	86.6	-
Economically Disadvantaged	91.1	78.2	84.4	86.3	80.9	82.5



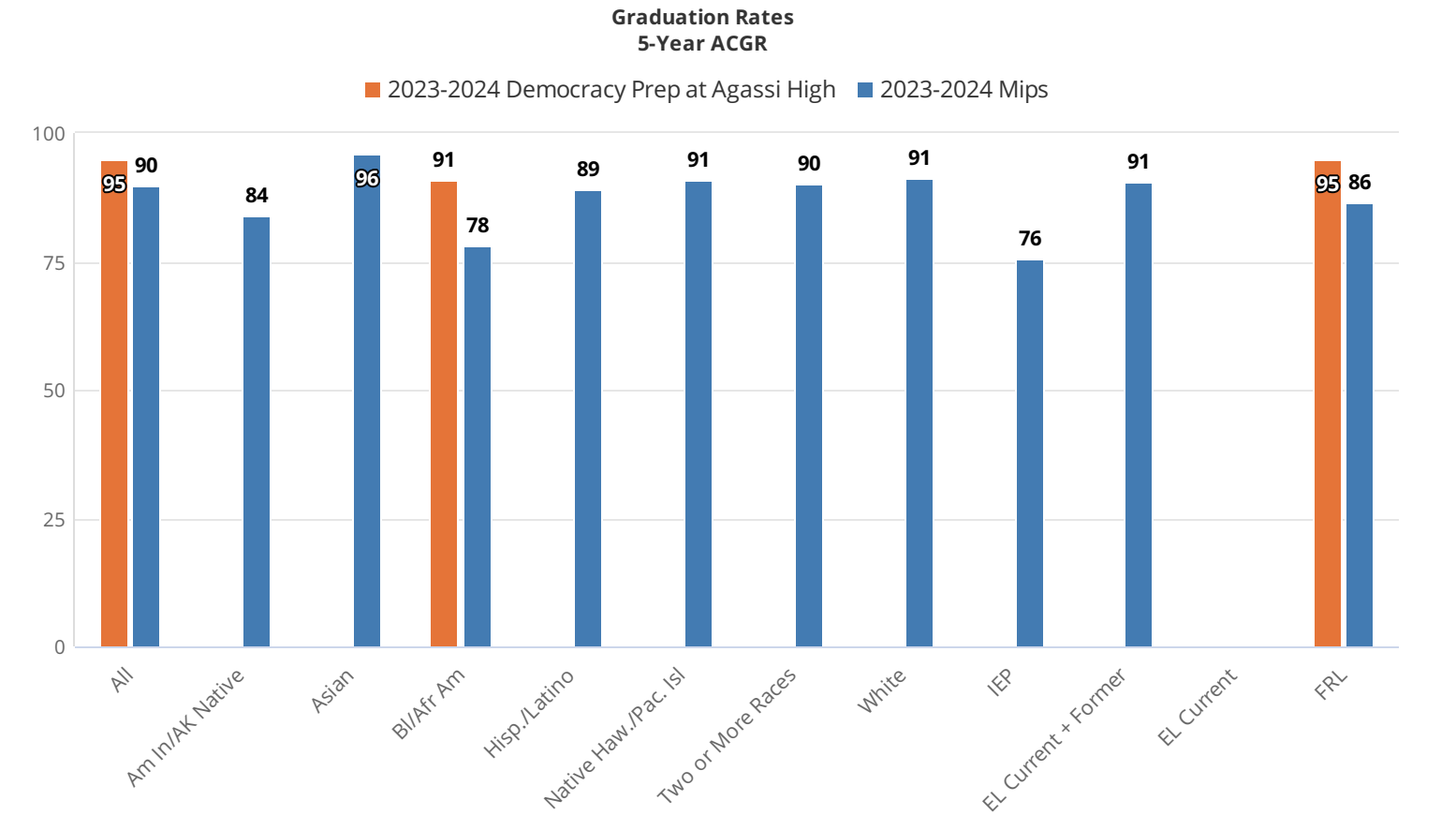
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP
All Students	95.0	88.0	89.7	94.4	89.9	88
American Indian/Alaska Native	N/A	77.2	83.9	N/A	93.7	81.9
Asian	N/A	92.5	95.9	N/A	>95	95.7
Black/African American	90.9	78.9	78.1	94.1	83.7	76
Hispanic/Latino	-	86.5	88.9	93.3	87.2	87.1
Pacific Islander	N/A	89.4	90.7	N/A	86.1	89.1
Two or More Races	N/A	86.0	90.1	-	88.6	88.4
White/Caucasian	N/A	92.3	91.4	-	92.9	90.1
Special Education	-	85.7	75.5	-	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	N/A	93.1		-	79.4	
Economically Disadvantaged	95.0	83.3	86.4	94.4	85.4	84.5



'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.

5/10

English Language

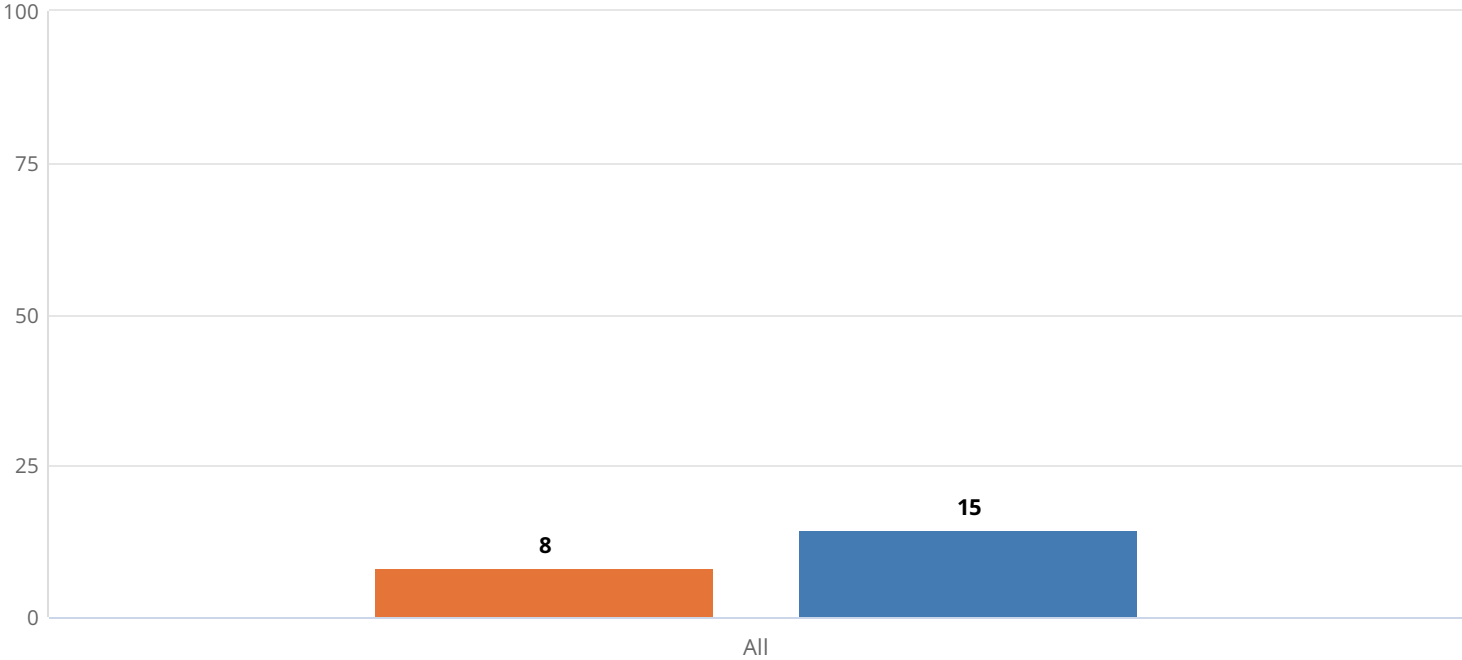
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 5/10


	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	24	8.3	14.6	23	8.6	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Democracy Prep at Agassi High 2023-2024 District



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



College and Career Readiness

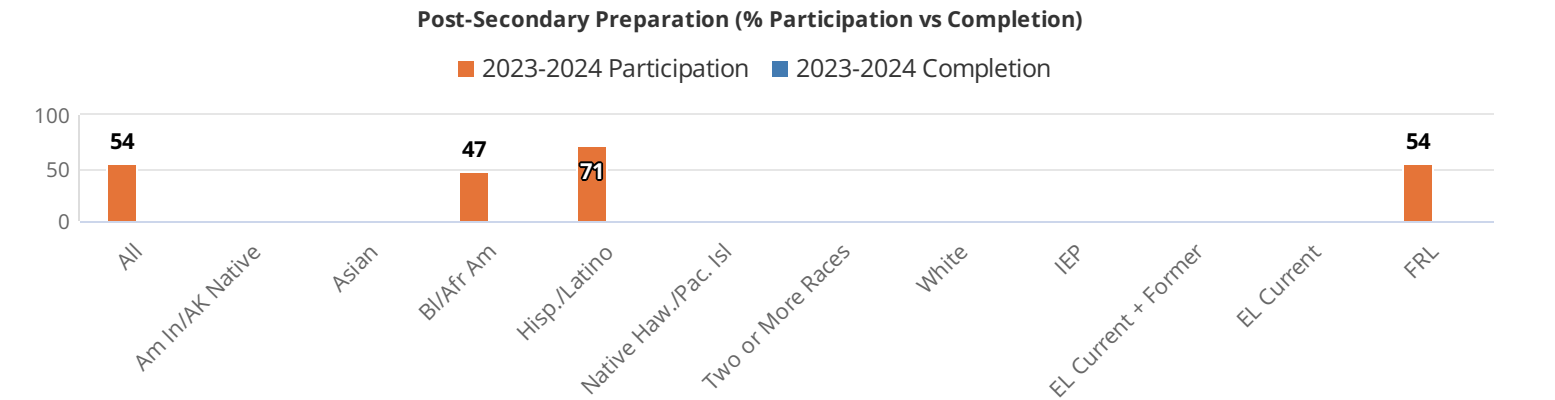
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation		Post-Secondary Preparation Participation Points Earned: 3/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	54.1	75.1	68.2	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	-	86.4	-	88.2
Black/African American	46.8	58.2	50.0	63.5
Hispanic/Latino	71.4	70.9	85.0	74.1
Pacific Islander	N/A	76.3	N/A	76.1
Two or More Races	N/A	80.0	N/A	75.0
White/Caucasian	-	83.2	N/A	81.5
Special Education	-	50.8	-	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	65.2	-	58.1
Economically Disadvantaged	54.1	68.1	68.2	70.2

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 0.5/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	<4.5	53.9	21.9	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	-	72.8	-	68.5
Black/African American	<5	36.6	<5	32.9
Hispanic/Latino	<5	47.8	45.0	48.7
Pacific Islander	N/A	41.8	N/A	26.1
Two or More Races	N/A	65.1	N/A	50.5
White/Caucasian	-	62.0	N/A	55.8
Special Education	-	25.7	-	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	38.8	-	31.2
Economically Disadvantaged	<5	43.9	21.9	40.5



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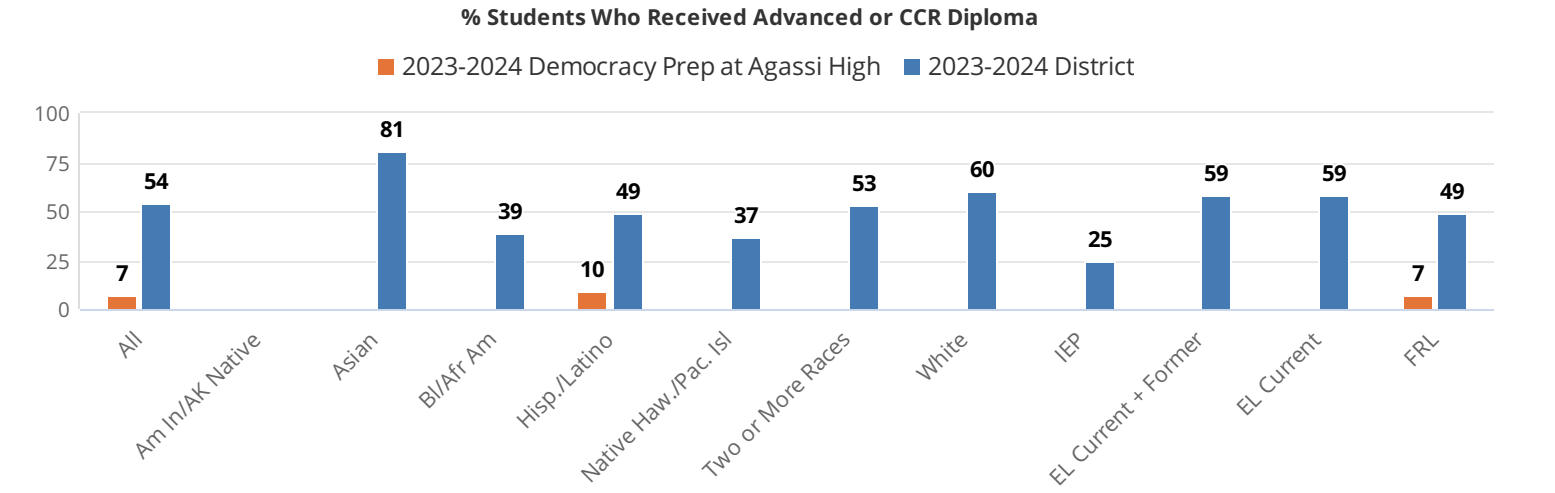
4.5/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5


Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	7.3	54.3	21.0	53.5
American Indian/Alaska Native	N/A	-	N/A	41.1
Asian	-	81.0	N/A	81.3
Black/African American	<5	38.8	20.0	42.4
Hispanic/Latino	9.5	48.8	-	49.5
Pacific Islander	N/A	37.1	N/A	47.0
Two or More Races	N/A	53.3	N/A	62.5
White/Caucasian	N/A	60.3	N/A	54.3
Special Education	-	24.7	-	21.3
English Learners Current + Former	-	58.6	-	56.4
English Learners Current	-	58.6	-	56.4
Economically Disadvantaged	7.3	49.3	21.0	49.8



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	54.1	<5	<5	<5	<5	<5	<5	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	46.8	<5	<5	<5	<5	<5	<5	<5
Hispanic/Latino	71.4	<5	<5	<5	<5	<5	<5	<5
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	54.1	<5	<5	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

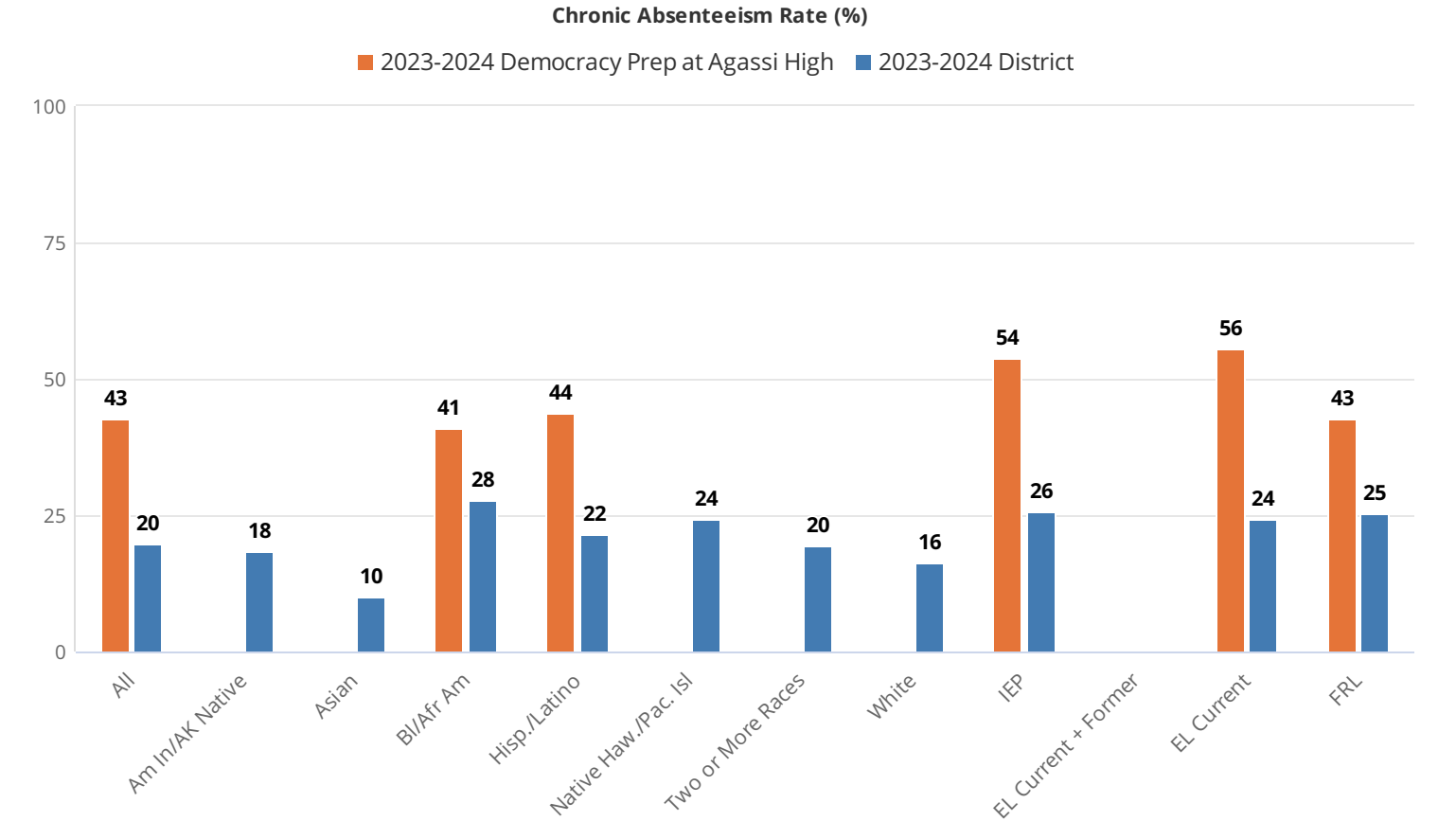
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 0/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	42.6	19.9	23.5	19.6
American Indian/Alaska Native	N/A	18.3	N/A	19.5
Asian	-	10.1	-	9.7
Black/African American	41.0	27.8	25.1	21.5
Hispanic/Latino	43.9	21.6	19.1	21.9
Pacific Islander	-	24.2	-	22.7
Two or More Races	-	19.6	-	22.6
White/Caucasian	-	16.2	-	17.4
Special Education	53.8	25.6	32.2	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	55.5	24.3	35.7	24.1
Economically Disadvantaged	42.6	25.2	23.5	23.8

Reducing Chronic Absenteeism by 10% bonus points: NA



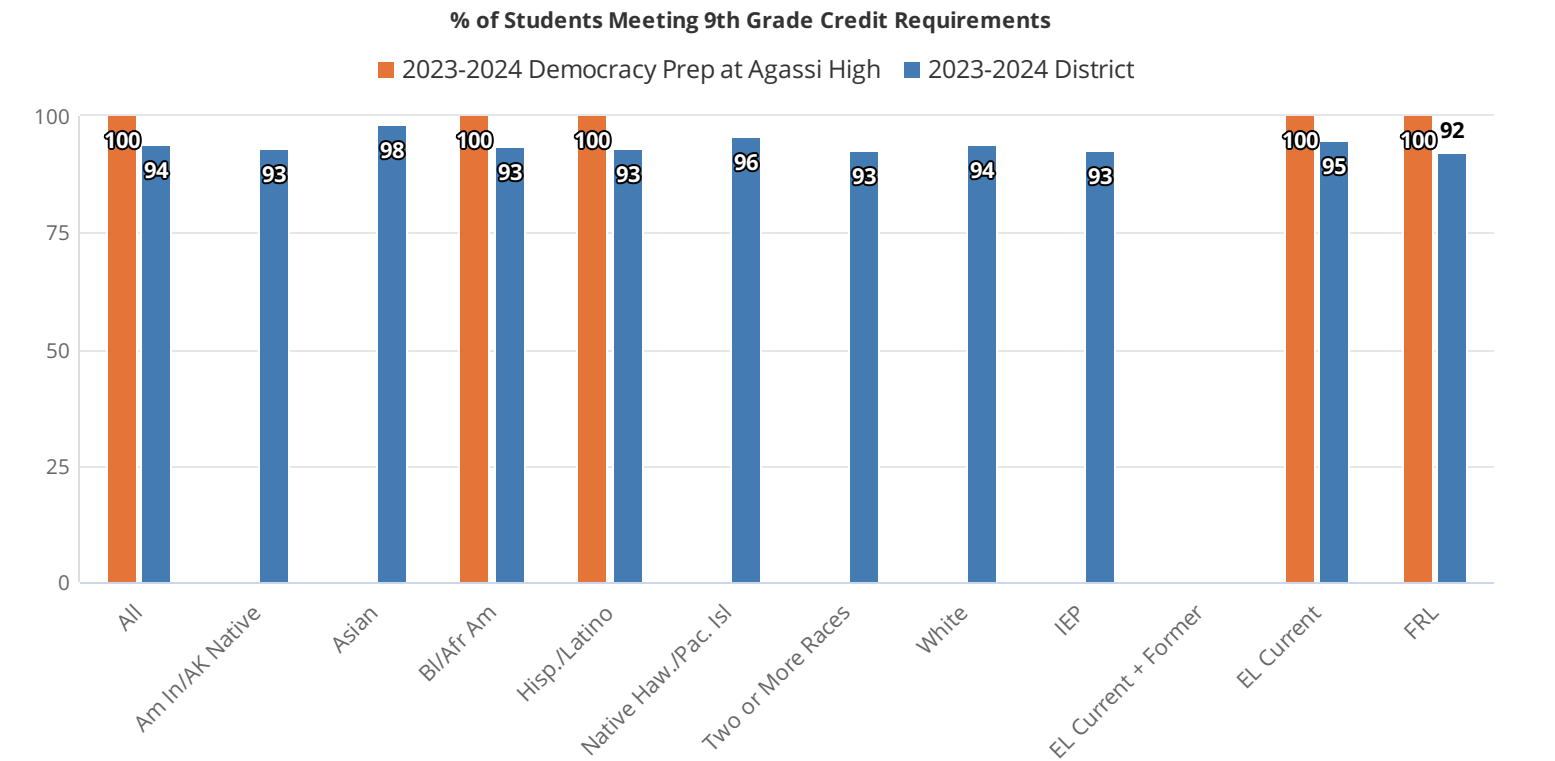


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	100.0	93.8	93.9	92.9
American Indian/Alaska Native	N/A	93.3	N/A	100.0
Asian	-	98.2	N/A	98.6
Black/African American	100.0	93.4	93.2	86.9
Hispanic/Latino	100.0	93.3	100.0	92.4
Pacific Islander	N/A	95.6	N/A	95.7
Two or More Races	-	92.7	-	93.6
White/Caucasian	-	93.9	-	94.4
Special Education	-	92.9	100.0	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100.0	94.8	-	90.3
Economically Disadvantaged	100.0	92.4	93.9	90.2



'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: SPCSA Academic Performance Framework Rating
Descriptors / Score Ranges and School Reports**

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent [SPCSA Academic Performance Framework Manual](#).

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥ 20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥ 50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥ 80 to 100



2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Democracy Prep at the Agassi Campus ES

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Oct. 1 2020 Enrollment: 512

2020-21 Grades Served: K-5

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Kelly ES, West Prep ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

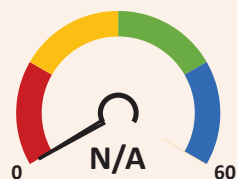
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

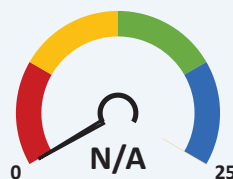
60% of charter school score in Nevada school ratings (NSPF).



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

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

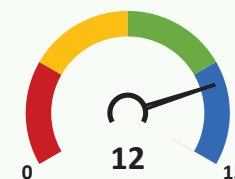


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

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

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

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	89.5	▲	×
	IEP	≥10 and <15	12.5	▼	×
	EL	≥10 and <15	18.6	▼	×

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	93.2	Lacks 2 years of Math data
N/A	78.9	Lacks 2 years of ELA data

2021-22 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 500

Grades Served: K-5

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Kelly ES, Gray ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

53.9
MEETS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

2021-22 School Year: SPCSA Academic Performance Framework**Democracy Prep at the Agassi Campus ES**[How to Print](#)**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

60% of SPCSA school score in Nevada school ratings (NSPF).

27.9/60

Sixty percent of the school's 2021-22 NSPF score (46.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

16/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**1/10**

NSPF score difference of -2.6 between school (46.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**15/15**

NSPF score difference of 26.3 between school (46.5 points) and comparison school (20.2 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✓ ELA non-proficiency decreased from 78.9% (prior year) to 65.8% (current year).
- ✓ Math non-proficiency decreased from 93.2% (prior year) to 79.9% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

10/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**5/5**

School FRL rate of ≥95% compared to district GrK-5 FRL rate of >95%.

3/5

School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 11.9%.

2/5

School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
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2022-23 School Year: SPCSA Academic Performance Framework

2022-23 [Clear Filters](#)

Democracy Prep at the Agassi Campus ES

[How to Print](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 521

Grades Served: K-5

NSPF Rating: 2

Comparison District: Clark

Comparison School: Kelly ES, Gray ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

44

DOES NOT MEET STANDARD

PRIOR YEAR RATING

53.9

MEETS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

21/60

Sixty percent of the school's 2022-23 NSPF score (35) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

10/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

1/10

NSPF score difference of -3.9 between school (35 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15

NSPF score difference of 12.5 between school (35 points) and comparison school (22.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 65.8% (prior year) to 63.2% (current year).
- ☒ Math non-proficiency decreased from 79.9% (prior year) to 67.1% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

13/15

Indicator bonus points for: IEP EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

3/5

School IEP rate of $\geq 10\%$ to $<15\%$ compared to district GrK-5 IEP rate of 13.1%.

3/5

School EL rate of $\geq 10\%$ to $<15\%$ compared to district GrK-5 EL rate of 18.5%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
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INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106
Website: <http://dpac.democracyprep.org/>
Validation Day Enrollment: 533
Grades Served: K-5
NSPF Rating: 1
Comparison District: Clark
Comparison School: Kelly ES, Gray ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

25.4
DOES NOT MEET STANDARD

PRIOR YEAR RATING
44
DOES NOT MEET STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

Democracy Prep ES

How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

11.4/60
Sixty percent of the school's 2023-24 NSPF score (19) earned in indicator.

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

1/25
0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
0/10
NSPF score difference of -21 between school (19 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
1/15
NSPF score difference of -4.5 between school (19 points) and comparison school (23.5 points).

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ⊗ ELA non-proficiency increased from 63.2% (prior year) to 72% (current year).
- ⊗ Math non-proficiency increased from 67.1% (prior year) to 72.9% (current year).

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

13/15
Indicator bonus points for: IEP.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5
School FRL rate of ≥95% compared to district GrK-5 FRL rate of >95.0%.

4/5
School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 14.6%.

3/5
School EL rate of ≥10 to <15% compared to district GrK-5 EL rate of 19%.

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------



2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Democracy Prep at the Agassi Campus MS

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Oct. 1 2020 Enrollment: 356

2020-21 Grades Served: 6-8

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: West Prep MS, Mackey MS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

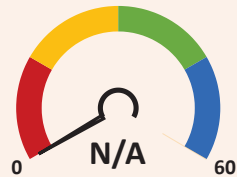
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

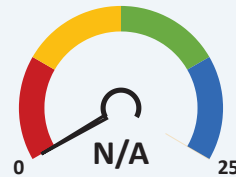
60% of charter school score in Nevada school ratings (NSPF).



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

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

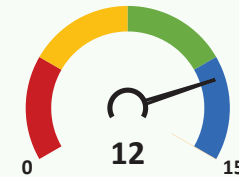


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

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

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

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	89.2	▲	✗
	IEP	≥5 and <10	11.8	▼	✗
	EL	≥10 and <15	13	▼	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	80.7	Lacks 2 years of Math data
N/A	56.7	Lacks 2 years of ELA data



2021-22 School Year: SPCSA Academic Performance Framework

Democracy Prep at the Agassi Campus MS

[How to Print](#)

2021-22 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 345

Grades Served: 6-8

NSPF Rating: N/A

Comparison District: Clark

Comparison School: West Prep MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

69.5
MEETS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

34.5/60

Sixty percent of the school's 2021-22 NSPF score (57.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

21/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

6/10

NSPF score difference of 12.8 between school (57.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 38 between school (57.5 points) and comparison school (19.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency increased from 56.7% (prior year) to 68.9% (current year).
- ☒ Math non-proficiency increased from 80.7% (prior year) to 81.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

14/15

Indicator bonus points for: IEP.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

4/5

School IEP rate of $\geq 10\%$ to $< 15\%$ compared to district Gr6-8 IEP rate of 11.9%.

4/5

School EL rate of $\geq 5\%$ to $< 10\%$ compared to district Gr6-8 EL rate of 13.6%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2022-23 School Year: SPCSA Academic Performance Framework

2022-23 Clear Filters

Democracy Prep at the Agassi Campus MS

[How to Print](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 375

Grades Served: 6-8

NSPF Rating: 3

Comparison District: Clark

Comparison School: West Prep MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

69.2
MEETS STANDARD

PRIOR YEAR RATING

69.5
MEETS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

34.2/60

Sixty percent of the school's 2022-23 NSPF score (57) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

22/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

7/10

NSPF score difference of 16.5 between school (57 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 40 between school (57 points) and comparison school (17 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 68.9% (prior year) to 65% (current year).
- ☒ Math non-proficiency increased from 81.5% (prior year) to 82.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

13/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

4/5

School IEP rate of ≥ 10 to $<15\%$ compared to district Gr6-8 IEP rate of 12.6%.

4/5

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

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106
Website: <http://dpac.democracyprep.org/>
Validation Day Enrollment: 389
Grades Served: 6-8
NSPF Rating: 2
Comparison District: Clark
Comparison School: West Prep MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

47.1
DOES NOT MEET STANDARD

PRIOR YEAR RATING
69.2
MEETS STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

Democracy Prep MS

How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

23.1/60
Sixty percent of the school's 2023-24 NSPF score (38.5) earned in indicator.

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

12/25
0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
1/10
NSPF score difference of -2.1 between school (38.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
11/15
NSPF score difference of 17.5 between school (38.5 points) and comparison school (21 points).

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ⊗ ELA non-proficiency increased from 65% (prior year) to 65.4% (current year).
- ⊗ Math non-proficiency increased from 82.2% (prior year) to 85.8% (current year).

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

12/15
0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

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

4/5
School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 13.2%.

3/5
School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 14.8%.

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
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2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Democracy Prep at the Agassi Campus HS

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Oct. 1 2020 Enrollment: 230

2020-21 Grades Served: 9-12

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Canyon Springs HS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

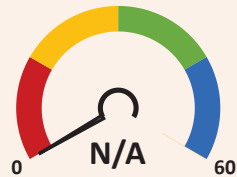
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

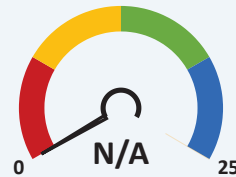
60% of charter school score in Nevada school ratings (NSPF).



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

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

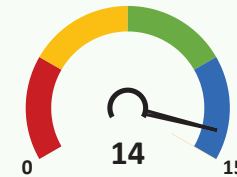


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

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

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

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	80.6	▲	×
	IEP	≥5 and <10	10.5	▼	×
	EL	≥10 and <15	12.9	▲	×

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
69.5	91.5	Math Non-Proficiency Increased
50	54.3	ELA Non-Proficiency Increased

2021-22 Clear Filters

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS
- ☐ Doral W Pebble ES
- ☐ Doral W Pebble MS
- ☐ DP Agassi ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 302

Grades Served: 9-12

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Canyon Springs HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

39.1
DOES NOT MEET STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

2021-22 School Year: SPCSA Academic Performance Framework**Democracy Prep at the Agassi Campus HS**[How to Print](#)**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

60% of SPCSA school score in Nevada school ratings (NSPF).

27.1/60

Sixty percent of the school's 2021-22 NSPF score (45.2) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**0/10**

NSPF score difference of -17.6 between school (45.2 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**0/15**

NSPF score difference of -7.3 between school (45.2 points) and comparison school (52.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

✗ ELA non-proficiency increased from 54.3% (prior year) to 56.3% (current year).

✓ Math non-proficiency decreased from 91.5% (prior year) to 89.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**5/5**

School FRL rate of ≥95% compared to district Gr9-12 FRL rate of >95%.

3/5

School IEP rate of ≥5 to <10% compared to district Gr9-12 IEP rate of 10.3%.

4/5

School EL rate of ≥5 to <10% compared to district Gr9-12 EL rate of 13.2%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------

Nevada State Public
Charter School
Authority

2022-23

Clear Filters

Amplus Durango MS

Amplus Rainbow ES

Battle Born ES

Battle Born MS

Beacon Acad HS

CASLV Cadence ES

CASLV Cadence MS

CASLV Centennial ES

CASLV Centennial MS

CASLV Eastgate ES

CASLV Eastgate MS

CASLV Nellis AFB ES

CASLV Nellis AFB MS

CASLV Sandy Ridge HS

CASLV Sandy Ridge MS

CASLV Tamarus ES

CASLV Windmill ES

CASLV Windmill MS

CIVICA ES

CIVICA MS

Discovery Hillpointe ES

Discovery Hillpointe MS

Discovery Sandhill ES

Doral Cactus ES

Doral Cactus MS

Doral Fire Mesa ES

Doral Fire Mesa MS

Doral North NV ES

Doral North NV MS

Doral Red Rock ES

Doral Red Rock MS

Doral Saddle ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 362

Grades Served: 9-12

NSPF Rating: 3

Comparison District: Clark

Comparison School: Canyon Springs HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

53.2

MEETS STANDARD

PRIOR YEAR RATING

39.1

DOES NOT MEET STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

34.2/60

Sixty percent of the school's 2022-23 NSPF score (57) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

6/25

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

1/10

NSPF score difference of -2.6 between school (57 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

5/15

NSPF score difference of 3.5 between school (57 points) and comparison school (53.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

✖

ELA non-proficiency increased from 56.3% (prior year) to 57.9% (current year).

✔

Math non-proficiency decreased from 89.8% (prior year) to 77.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

13/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥95% compared to district Gr9-12 FRL rate of >95.0%.

4/5

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

4/5

School EL rate of ≥5 to <10% compared to district Gr9-12 EL rate of 13.2%.

OVERALL SCORE/RATING TABLE

<20
BELOW
STANDARD

≥20 and <50
DOES NOT MEET
STANDARD

≥50 and <80
MEETS
STANDARD

≥80
EXCEEDS
STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%
OF PTS EARNED

≥20% to <50%
OF PTS EARNED

≥50% to <80%
OF PTS EARNED

≥80%
OF PTS EARNED

How to Print

Microsoft Power BI

< 1 of 2 >

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https://app.powerbigov.us/view?r=eyJrJoiZjUzZGlxMmQtNjZiNiY0NmM5LTlhYTtyZTdmNjdkMTdkOTk5liwidCI6ImU0YTMTM0MGU2LWI4OWUtNGU2O...

1/1



2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence HS
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA HS
- ☐ CIVICA MS
- ☐ Democracy Prep ES
- ☒ Democracy Prep HS
- ☐ Democracy Prep MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 1201 W Lake Mead Blvd, Las Vegas, NV, 89106

Website: <http://dpac.democracyprep.org/>

Validation Day Enrollment: 355

Grades Served: 9-12

NSPF Rating: 3

Comparison District: Clark

Comparison School: Canyon Springs HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

43
DOES NOT MEET STANDARD

PRIOR YEAR RATING

53.2
MEETS STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

Democracy Prep HS

How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

30/60

Sixty percent of the school's 2023-24 NSPF score (50) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

1/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -8.1 between school (50 points) and comparison district (58.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

1/15

NSPF score difference of -4.5 between school (50 points) and comparison school (54.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency increased from 57.9% (prior year) to 64.6% (current year).



Math non-proficiency increased from 77.2% (prior year) to 91.2% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

4/5

School IEP rate of ≥ 10 to $<15\%$ compared to district Gr9-12 IEP rate of 10.5%.

3/5

School EL rate of ≥ 5 to $<10\%$ compared to district Gr9-12 EL rate of 13.5%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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Appendix C: Academic Performance Framework Notices of Concern and Breach

STEVE SISOLAK
Governor

STATE OF NEVADA

REBECCA FEIDEN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 – 9113**

**VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL**

November 4, 2019

Joseph Morgan, Board President
Democracy Prep at the Agassi Campus
1201 W Lake Mead Blvd
Las Vegas, NV 89106

Re: Notice of Concern Due to Academic Underperformance

Dear Mr. Morgan:

As you are aware, Democracy Prep at the Agassi Campus's elementary school program received a two-star rating under the Nevada Department of Education's Nevada School Performance Framework for the 2018-2019 school year. As you are also aware, the State Public Charter School Authority voted at its October 4, 2019 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, there are three levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3.

Please note that the Authority is also requiring that Democracy Prep at the Agassi Campus submit a report by February 1, 2020 which includes progress to date in implementing the elementary school performance plan and a summary of mid-year assessment results for the elementary school. SPCSA staff will also closely review the school's performance plan for the 2019 – 2020 school year. Finally, SPCSA staff will monitor the school's adherence to NRS 388A.367, which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to

discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Democracy Prep at the Agassi Campus will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,



Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Adam Johnson, Executive Director, Democracy Prep at the Agassi Campus
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
(via *electronic mail*)



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
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Via Electronic Mail

November 22, 2024

Adam Johnson, Board President
Democracy Prep Nevada
1201 W. Lake Mead Blvd
Las Vegas, Nevada 89106

Notice of Breach and Notice of Concern Due to Academic Underperformance

Dear Adam Johnson:

As you are aware, Democracy Prep's elementary school program received a 1-star rating under the Nevada Department of Education's Nevada School Performance Framework (NSPF) and a Does Not Meet Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year. The middle school received a 2-star NSPF rating and a Does Not Meet Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year. As you are also aware, the State Public Charter School Authority voted at its November 15, 2024, board meeting to issue a Notice of Breach and a Notice of Concern based on the foregoing academic underperformance.

These Notices serves as a reminder that the SPCSA's Performance Framework, which is incorporated into Democracy Prep Nevada's charter school contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the SPCSA's Performance Framework, there are three progressive levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3 within the Intervention Ladder.

Please note that the Authority is also requiring that Democracy Prep Nevada include an academic goal in the School Performance Plan. This academic goal should measurably impact student academic performance. SPCSA staff will closely review the School Performance Plan for the 2024 – 2025 school year. The school will also be scheduled for a site evaluation for the 2024 – 2025 school year. If one is not already scheduled, please expect SPCSA staff to reach out and coordinate an appropriate date in the spring.

Additionally, SPCSA staff has been monitoring the school's adherence to [NRS 388A.367](#) which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system. The school has appropriately notified families of performance.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Democracy Prep Nevada will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,



Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Dr. Biante Gainous, Regional Superintendent of Las Vegas, Democracy Prep Nevada
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority

Appendix D: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report
Democracy Prep at Agassi Campus
Evaluation Date: 1/26/2021
Report Date: 2/26/2021

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 1/26/2021 at Democracy Prep Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Democracy Prep is located in Las Vegas, Nevada in a facility at 1201 W. Lake Mead Blvd. The school serves 1098 students (as of the most recent Validation Day of October 2020) in grades K-12. The mission of Democracy Prep is: "To educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship."

ACADEMIC PERFORMANCE

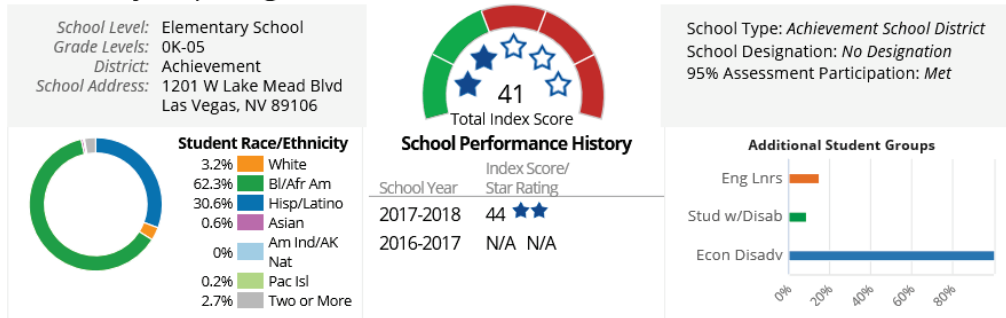
Democracy Prep Nevada School Performance Framework 2019

Democracy Prep Academy serves 1098 students in grades K - 12th

Elementary School

Democracy Prep at Agassi Elementary

School Year 2018-2019 Nevada School Rating



Middle School

Democracy Prep at Agassi Middle

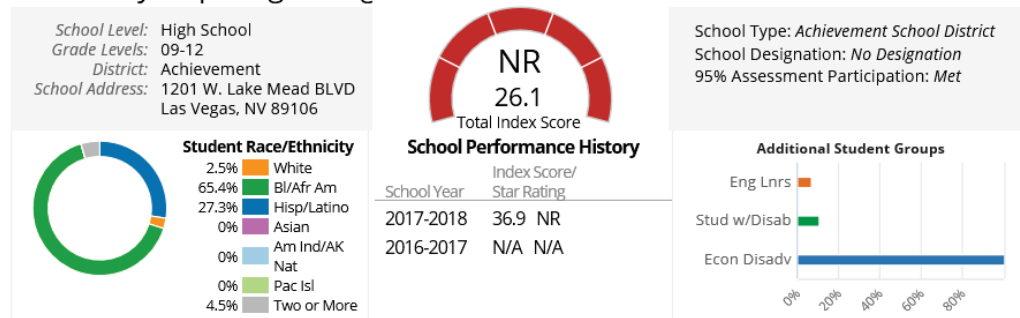
School Year 2018-2019 Nevada School Rating



High School

Democracy Prep at Agassi High

School Year 2018-2019 Nevada School Rating



Democracy Prep Math and ELA Results Nevada School Performance Framework 2019

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35	36.1	48.5	38.1	38.1	45.8
American Indian/Alaska Native	-	-	34.3	-	-	30.9
Asian	-	-	68.8	-	-	67.2
Black/African American	30	29.1	32.3	32.6	32.6	28.8
Hispanic/Latino	41.2	42.7	39.6	42	42	36.5
Pacific Islander	-	-	48.3	-	-	45.6
Two or More Races	-	-	55.3	-	-	52.9
White/Caucasian	36.2	40	59.3	-	-	57.2
Special Education	14.1	16	28.6	9	9	24.8
English Learners Current + Former	42.3	44.7	35.8	39.5	39.5	32.4
English Learners Current	26.3	25.5	-	31.4	31.4	-
Economically Disadvantaged	35	35.7	39	-	-	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.8	39.8	57	43.8	43.8	54.7
American Indian/Alaska Native	-	-	42.5	-	-	39.5
Asian	-	-	75.4	-	-	74.1
Black/African American	34.6	33.5	42.6	38.9	38.9	39.6
Hispanic/Latino	45.2	45.8	48.2	49.2	49.2	45.5
Pacific Islander	-	-	57.9	-	-	55.7
Two or More Races	-	-	64.4	-	-	62.6
White/Caucasian	63.6	53.2	67.4	-	-	65.7
Special Education	14.1	12	30	20	20	26.3
English Learners Current + Former	44.2	44.7	41.4	45.8	45.8	38.4
English Learners Current	23.6	20.8	-	34.2	34.2	-
Economically Disadvantaged	39.8	39.6	46.8	-	-	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.7	42.7	36.5	40.4	40.4	33.2
American Indian/Alaska Native	-	-	28.4	-	-	24.6
Asian	-	-	58.6	-	-	56.4
Black/African American	35.8	35.5	23.5	33.8	33.8	19.5
Hispanic/Latino	52.2	50	29.3	50	50	25.5
Pacific Islander	-	-	36.9	-	-	33.6
Two or More Races	-	-	40.6	30	30	37.5
White/Caucasian	-	30	47.1	-	-	44.4
Special Education	9	5.7	18.6	4.7	4.7	14.3
English Learners Current + Former	49	43.7	20.2	51.8	51.8	16
English Learners Current	23.3	17	-	25	25	-
Economically Disadvantaged	42.8	42.3	29.2	-	-	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.2	52.3	54.1	50.2	50.2	51.7
American Indian/Alaska Native	-	-	43.4	-	-	40.5
Asian	-	-	75.9	-	-	74.6
Black/African American	50.2	49.7	37.8	46.7	46.7	34.5
Hispanic/Latino	58.2	55.7	45.1	57.6	57.6	42.2
Pacific Islander	-	-	53.2	-	-	50.7
Two or More Races	-	-	61.3	30	30	59.2
White/Caucasian	-	40	66.3	-	-	64.6
Special Education	27.1	23.5	21.9	9.5	9.5	17.8
English Learners Current + Former	59.1	51.7	24.3	62.9	62.9	20.3
English Learners Current	28	20	-	37.5	37.5	-
Economically Disadvantaged	53.5	52	44.4	-	-	41.4

High School

Math Proficient

Math Proficient Points Earned: 1/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	6.9	6.9	32.83	12	12	29.29
American Indian/Alaska Native	-	-	23.12	-	-	19.07
Asian	-	-	50.27	-	-	47.65
Black/African American	7	7	18.42	13.3	13.3	14.12
Hispanic/Latino	8.3	8.3	22.93	10	10	18.87
Pacific Islander	-	-	29.26	-	-	25.54
Two or More Races	-	-	36.96	-	-	33.64
White/Caucasian	-	-	44.25	-	-	41.31
Special Education	-	-	12.38	-	-	7.77
English Learners Current + Former	-	-	14.52	-	-	10.02
English Learners Current	-	-	-	-	-	6.96
Economically Disadvantaged	6.9	6.9	24	15.3	15.3	20.01

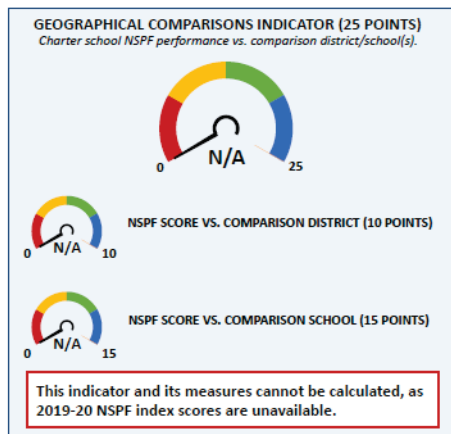
ELA Proficient

ELA Proficient Points Earned: 4.5/10

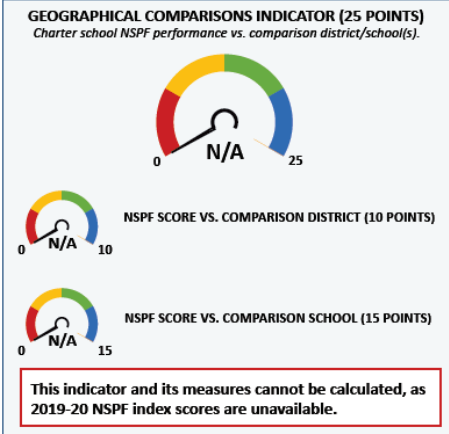
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.8	43.8	48.54	48.2	48.2	45.83
American Indian/Alaska Native	-	-	36.76	-	-	33.43
Asian	-	-	65.11	-	-	63.27
Black/African American	33.2	33.2	31.39	42.2	42.2	27.78
Hispanic/Latino	58.2	58.2	36.5	60	60	33.15
Pacific Islander	-	-	48.75	-	-	46.05
Two or More Races	-	-	58.07	-	-	55.86
White/Caucasian	-	-	62.25	-	-	60.26
Special Education	-	-	15.71	-	-	11.27
English Learners Current + Former	-	-	17.52	-	-	13.18
English Learners Current	-	-	-	-	-	6.9
Economically Disadvantaged	43.8	43.8	37.66	51.2	51.2	34.37

SPCSA Academic Performance Framework Geographic Comparison Report

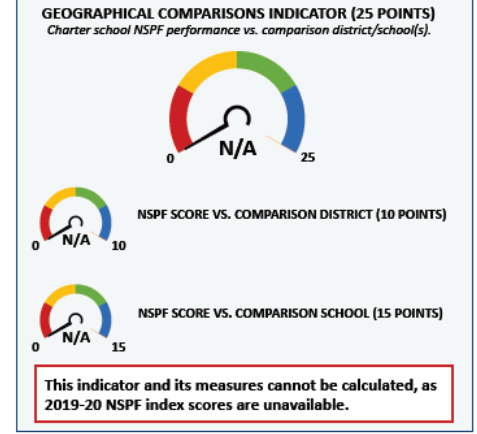
Elementary School



Middle School

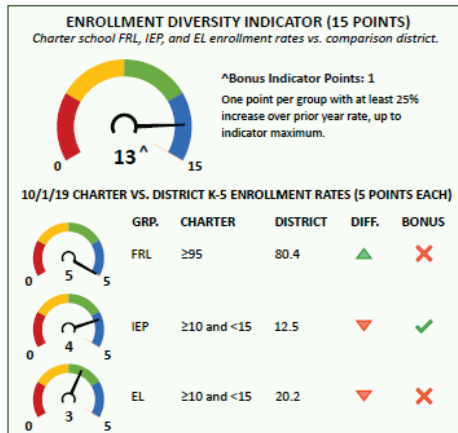


High School

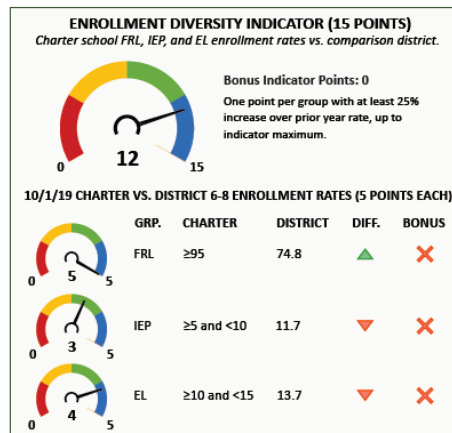


SPCSA Academic Performance Framework Diversity Comparison Results

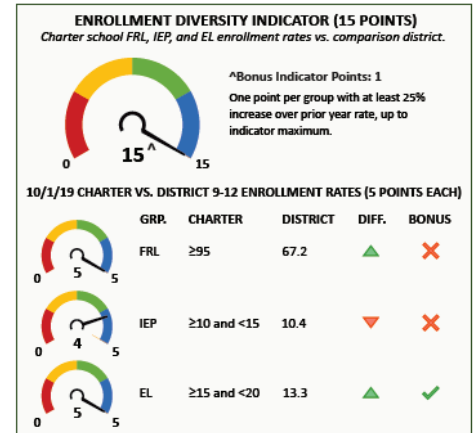
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	5	30 minutes
Parents/Families	6	30 minutes
Students	5	30 minutes
School Leadership	5	30 minutes
Staff	10	30 minutes

Governing Board:

- The board shared that one of the biggest strengths of the school is the school leadership team and Executive Director. Board members described him as strong in many areas such as social justice issues and other areas that affect the lives of Democracy Prep (DPAC) scholars. Another strength, according to the board is that the school is nimble and has been able to keep students at the center of their decision making throughout the COVID-19 pandemic. The board has complemented the school personnel as being increasingly responsive. Focus group participants stated that the school leaders put together a fantastic re-opening plan and then had to change the plan in response to what was actually happening in the community. The board said that school leaders continue to monitor student learning outcomes and work to maximize learning.
- Members of the board voiced that the model that DPAC uses to educate students, such as small group learning, is difficult to provide given the amount of funding that is provided in Nevada. One person commented, "The funding is so tight and I think it is important to maximize intervention programming whenever we can. I have concerns about the messaging taking place in the city of Las Vegas with regard to charter schools. Many of the families and students don't realize that the charter schools are an option to all those in a given geographical location."
- Members of the DPAC Board explained that they work with the National Board of Democracy Prep, the CMO, on a somewhat regular basis. Focus group participants shared that the Democracy Prep CMO chair came to the local DPAC board meeting recently, and there is a national CMO update and regular e-mail updates on initiatives on a regular basis. Local board members said that they check-in with their national counterparts when appropriate. The CEO of the CMO talked with a recent prospective member of the local DPAC board prior to them finally joining and made sure the new board member would be a good fit and understand the mission and vision of the national board.
- New Board members receive information when formally joining the board according to

¹ Four members of the 12-member board participated. Quorum was not met, and Open Meeting Law was not violated.

focus group participants. Some members already have some background but spend time talking with the Executive Director and meet with people from the Democracy Prep central office to discuss the mission and values. A new member shared that she is comfortable speaking up right away and does not feel the need to stay quiet during board meetings just because she is a new member. The board admits that they realize their role has changed since being sponsored by the Achievement School District Board. Board members in this focus group said that they have plans to conduct additional training for themselves in the months ahead.

- The Board spoke about parent engagement and said that they have parent and scholar representation on the board. The board has access to surveys with both qualitative and quantitative information and are very interested in considering future members that are willing to serve. The DPAC elementary school was a 2-star rating and the Board said that they appreciate the new SPCSA academic performance framework. According to board members, the executive director provides information to the board regarding benchmarks of achievement and they see monthly updates in regard to student achievement. The board said they review the data and have contracted with a consultant to look more in-depth at the data.

FOCUS GROUP SUMMARY continued

Parents/Families:

- There are many reasons families attend Democracy Prep and one big reason is the college focus and the civic engagement, according to parents and families. As far as civic engagement, family members said that there was an anti-bullying campaign at DPAC. One parent remarked, “My child was able to talk about it and take part in many of the activities.” One parent loves having a single school campus for her three children. Another parent said that she wanted a diverse campus for her daughter, who is bi-racial and identifies as a person of color. This parent went on to say that this school provides a diverse experience for her student. Another family member with a child with special needs explained that she is from the east coast and is new to this entire set up. With the transition she liked the smaller environment and additional control at speaking up about concerns.
- Parents spoke about communication and reported that they have been super impressed with the responsiveness of the school. One person said, “The principal, Executive Director, the teacher and I speak often and I have several questions most of the time. I am vocal and I have been very pleased with the responsiveness from the people at the school.” Another parent agreed and said that the leadership team is totally responsive. One parent moved to Las Vegas a few years ago and enrolled at Democracy Prep. She shared that she has been happy with the e-mail, communications, and even e-mails that are positive to say great things. She said, “ I feel very informed and appreciate the open door policy. Teachers text, call, or e-mail if a family member needs some information.”
- Family members said that the teachers at the school have been outstanding with regard to helping their children. For example, one parent said that her son can be difficult and struggled in preschool but the kindergarten teacher has been a positive influence on her son and his behavior. A second parent said that her children in elementary school and middle school have very good relationships with their teachers. The parent went on to say that her daughter swims competitively and the teachers actually came to the meet and supported her during competitions. Another parent added that because the teachers know her son so well, they were able to determine that her son needed extra help and worked together to provide it. One of the advisors at the school contacted a parent and helped the family to see that they should not settle for college choices and to aim high. Parents feel that staff at the school are like family.
- One family member suggested that the school extend its ability to offer additional extra-curricular activities. To add to this, another parent wrote up a proposal for a health and wellness club and then the school has helped make this to happen. Family members suggested that the school have a National Honor Society Chapter and support scholars by having an extra point on admissions to college. Family members wanted the SPCSA to know that more funding for the school would be nice. One family member felt that educators should be paid much more than they are. Another parent noticed that class sizes have increased and would like to see DPAC return to smaller classes in the future.

FOCUS GROUP SUMMARY continued

Students:

- Students had many reasons for choosing to attend Democracy Prep. One student said he likes that the school and other scholars hold each other accountable. Another student said she actually chose to come to this school and she wanted to give it a chance and see what it is like. She said she is being taught how to be held accountable. She said, "It is not just the curriculum but the school has helped me as a human being." With regard to virtual learning, students shared that they like how the teachers introduced themselves to the students and have fully explained their classroom expectations. Another student said that online learning is difficult because it is hard to have relationships with others. Students felt that one disadvantage for the school and online learning is the workload, especially for high school seniors. One student remarked, "I provide for my family and it can get a little bit overwhelming, but there is a way to work with it when you have a job and I understand when it seems overwhelming." Another older student added that with the due dates for assignments and the fact that his guardian does not have a job, dad does not have a job, she is providing for the family. She appreciates that the DPAC teachers listen to her and give her extensions.
- The students were asked about classroom expectations, to which they responded that DPAC teachers expect students to leave their camera on and try to engage students by having them put the answers in the chat box privately. Another student said that the teachers expect daily chats from older students but if you are uncomfortable and put it out in front of others there is a private way to evaluate and receive feedback. Focus group participants went on to explain that if the student camera is off, they don't get participation points. Students stated that not everyone likes to go to tutoring, but they also have the option to look at Infinite Campus to make sure grades are staying up. Students shared that the school is very demanding with regard to grades. Each week students get a grade report for the week. Students said that there are amnesty days when students could still get credit for an assignment. Additionally, students said that they might not get all the points but the grade would not be a zero.
- Students said the school is good for sports and has clubs. In addition, students explained that they can form a club if there is the right number of students in an interested group. Students were proud that many of the seniors earned scholarships for football and the teachers have connections for colleges. Students explained that school staff is really into the college part of the motto and as a result, students are allowed to volunteer, have marches, and are encouraged to get involved.
- Students were asked to provide suggestions to improve the school. One of the older students said that, "This school is pushing for college, but I would like there to be inclusion for students that don't want to attend a traditional college right away, but would want to go to a trade school instead. The school itself seems to take on the stance that you absolutely must go to college and that isn't always for everyone. Maybe the school staff would consider showing that going to college is a good thing, but not going right away and coming up with a plan is a good thing, too." Another student said, "Maybe a scholar needs to save some money or may want to enter a trade school instead." One student shared that they would like to change how options are provided. He commented, "I didn't know that the school offered me a college counselor or even the option to go and talk to this person."

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team shared that the schedule at the school has changed to provide 90-minutes per class with the teacher. Leaders believe this will help find a balance with students doing the work on their own and with the teacher online. The team added that the general expectation at the school is for scholars to have their cameras on. Leaders added that the school must remember to have scholars advocate for themselves. Therefore, if a special circumstance exists, students are encouraged to e-mail the teacher with the reason for the exception.
- When asked about online learning and instruction, school leaders said that the operations team has been very helpful with the technology and helps keep things up and running for both scholars and teachers. With distance learning, school leaders voiced that engagement strategies are important. One leader shared some of the engagement strategies that the school is implementing include *Near²Pod*, online chat, and logging into *GoGuardian³* to see what scholars are doing. Leaders said that they are taking part in the third of three professional development sessions on engaging students using the online platform.
- The leadership team explained that the framework for teacher evaluations is the same as far as classroom observations normally are conducted. School leaders shared that they try to observe teachers one time per week. The actual evaluation on paper has changed. This new format considers the new variables which are important during a virtual learning setting. Leaders expressed that they recognize that they still need to evaluate instruction based on the parts of learning that continue to be the same in a virtual format.
- When leaders were asked about the high number of staff retention from year to year, they shared that Democracy Prep provides high levels of development and support for educators as well as the opportunity to grow as a professional. One leader commented, “Adult culture is really important to me and we celebrate wins and comfort losses. If a person has a goal in mind, the team may stretch you to achieve that goal.” Another leader added that the school leadership team looks at how one thing the school implements extends across the campus. School leaders stated that they have a support team that works to keep the students attending school. Leaders also shared that they offer an advisory class and have the scholars attend this class in order to let scholars know that they are seen and it is noticed if they do not show up. Another leader said that there is a connection between the engagement strategies and the likelihood that students will be coming back to class if they are interested in what they are learning. He said, “We want scholars to be excited about attending school.”

² Nearpod is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences

³ GoGuardian is a software company that helps school staff manage a fleet of Chromebooks and is primarily used to filter the content of the Internet on the district-owned Chromebooks

FOCUS GROUP SUMMARY continued

Staff:

- There were ten staff members contributing to this focus groups and they shared several reasons for teaching at this school. One teacher explained that she was an employee at the previous school but decided to stay at DPAC for the sake of the families. Then she continued to cultivate relationships with those involved with Democracy Prep. She added that, “I’ve been able to be a teacher and then move to a grade level chair, and on to being a Literacy Specialist”. Another teacher shared that he came from out of the country and heard from a friend about the unique mission at the Democracy Prep schools. He decided he wanted to be a part of such noble work. Other instructional staff spoke about some of the changes they have made due to the need for distance learning. One teacher said it was a big jump for first graders to go from classroom all day to online instruction all day. Another teacher said the reduction in time for classes has been super hard. This teacher went on to say that he has to teach the literature lesson in 45 minutes and it doesn’t seem like enough time. Others agreed with this response, and one person said it is difficult to condense the material and make sure the important content is given enough emphasis.
- One of the instructional coaches said that the school leaders do everything they can to provide strong levels of support to the staff. For example, she holds town hall meetings and provides a platform for teachers to express all of their concerns. The school uses surveys, an open door policy, and town hall meetings to keep track of what is desired or could help teachers and students. Staff said that data-based decision-making is important and teachers use exit tickets to formatively assess students. Teachers also stated that they use these exit tickets, results of MAP testing to form small groups and provide office hours to students in order to support their learning even more.
- The staff was well aware of the school-wide goals. When asked, staff explained that they strive to meet or exceed the schoolwide attendance goal of 96%. Teachers said that DPAC offers different rewards for those student in attendance, and conduct “shout outs” for improvement. Teachers also shared that they offer challenges such as a “turn-in” challenge with a prize. Teachers explained that sometimes in this distance learning setting, students don’t turn in work so they try to push scholars to do the work and turn it in while also monitoring scholar mastery as well. Non-instructional staff assists by reaching out to parents and providing hot spots, helping with students logging into the distance learning platform, and calling each time a student is not logged in. Staff shared that sometimes they rely on text messages to reach students and families.
- Community involvement is major focus for the DPAC campus and staff explained its importance. For example, they said that the Boys and Girls Club provides help with access to Harbor (which is a truancy program). In addition, the school provides wrap around services including help with medication, and access to basic needs. From the perspective of what the school offers to families, the staff commented that they know education is an important pillar and all of the staff is involved.

CLASSROOM OBSERVATION TOTALS

A total of 13 classrooms were observed for approximately 25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	Total: 9	Total:	Total: 1	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total:	Total: 12	Total: 1	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 2	Total: 11	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 4	Total: 8	Total: 1	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total:	Total:	Total: 2
Area 6	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 11	Total:	Total:	Total: 2
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 11	Total:	Total:	Total: 2

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
		Total:	Total: 8	Total: 2	Total: 3	Total:
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
		Total:	Total: 10	Total: 3	Total:	Total:
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
		Total:	Total: 13	Total:	Total:	Total:
	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: 1	Total: 9	Total: 2	Total:	Total: 1

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 3
- ☒ The explanation of the content is imaginative: 3

Evidence of questioning and discussion techniques: Area #6

- ☒ Questions are planned ahead of time and tied to learning target(s): 3
- ☒ Teacher questions are open ended: 3
- ☒ Teacher allows time for students to answer — 3 seconds or more: 4
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2
- ☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 3

Evidence of engaging students in learning area: Area #7

- ☒ Active learning is taking place (rather than just listening or viewing): 2
- ☒ Students are using reasoning and critical thinking: 3
- ☒ The lesson is rigorous and includes cognitively complex tasks: 3
- ☒ Students engage in several types of activities during the lesson including:
 - ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☒ Creating ☐ Problem Solving
- ☐ Cooperative groups:
- ☐ Student-led classroom:
- ☒ Technology is integrated into learning/outcomes: 5
- ☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- ☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 4
- ☒ Students incorporate the feedback by revising their work: 1
- ☒ Students receive frequent and meaningful feedback regarding their work: 2
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 2

Other:

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	<p>Priorities for the school include:</p> <p>Increased rigor: The quality of work you put in front of scholars matters for their long term education gains</p> <p>More time: If we need to catch up or advance past our peers, we need more instruction time</p> <p>Joyous Culture: Learning & joy should be linked, so it is critical we celebrate scholars and allow them to enjoy school authentically</p> <p>Inspiring Talent: The adults (specifically teachers in the classroom) drive learning so we develop and support our teachers.</p>
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Democracy Prep's K-12 curriculum is tightly aligned to the Nevada Academic Content Standards. DPAC curriculum comes from national publishers, is highly rated by external groups & is vetted by

			DPAC teachers & leaders.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Integrated, co-taught content classes across grades K - 12, small group special education teacher support services, and individualized portfolio courses with direct 1:1 remediation. SPED managers/coordinators support teachers and school leaders through scheduling and professional development.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	2019 AGP (Annual Growth Percentile) data indicated that 56.3% of DPAC ES scholars met AGP, putting them above the 50th state percentile, and 50.0% of DPAC MS scholars met AGP, putting them above the 75th state percentile. 2019 data indicated only 7.6% of DPACHS scholars met AGP, indicating a need for increased programming.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	All staff is evaluated regularly and at least annually. Members of the board evaluate the CMO on a consistent and annual basis.
3b	The school holds management accountable.	School Presentation	The Executive Director is evaluated on a yearly basis by the governing board.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Staff attend events and partner with organizations dedicated to increasing the diversity of school-based instructional and leadership. Examples include involvement with the School Leaders of Color Conference, outreach to HBCUs & HSIs, and attendance at the Diversity in Education Recruitment Fairs held through Diversity Recruitment Partners.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	The school has a full Social Work team for Social Emotional Help. The CMO HR staff provides all-around staff support. DPAC has a school nurse plus telehealth program.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Strong Rigor: Democracy Prep provides scholars with comprehensive and rigorous college preparation including extensive literacy and math instruction. The school staff has implemented the use of technology to assess progress and ensure checks for understanding, and appropriate teacher pacing.
2. A joyous culture exists throughout the school. There was evidence of enthusiasm within the learning and academic experiences observed in classrooms. The SPCSA evaluation team noted examples of students encouraging other students to take a risk and try a new academic endeavor. The instructional staff appeared to be passionate about teaching and learning and provided both support and meaningful feedback. Staff used student's first names, offered many genuine smiles, and displayed a great deal of patience with the technology needed at this time.
3. The student and staff population at DPAC are diverse. Studies show that students do indeed benefit from teachers who look like them. According to Johns Hopkins University and American University, black students who have even one black teacher by third grade are 13 percent more likely to enroll in college. The same researchers also found that the positive "role model effect" of having a teacher who looks like you are especially beneficial for low-income young Black men, who are 39 percent less likely to drop-out of high school if they had at least one black teacher in elementary school. It is evident and commendable that DPAC strives to be a school that is representative of the community it serves.

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. Democracy Prep has a robust programmatic model that provides intensive support for scholars. Two new programs were implemented this year in the area of K-5 Math (Eureka Math) and 6-8 Study Sync. The school is challenged to monitor the effectiveness of these newly implemented programs while continuing to learn about and effectively teach them.
2. The school is challenged with the need to use different tools to approximate ongoing scholar growth or lack thereof. The need to accelerate the academic growth is a challenge and the need to move the overall result from a 2-star NSPF rating in the Elementary level to a 3-star or higher is critical for the long-term success of the school.
3. COVID-19 has had a definite impact on families at the school and staff must compete with the home environment while trying to keep students engaged. The use of technology for research-based practices in the distance learning model is a challenge. Teachers have adapted to the distance learning format, changing technology, and continue to do so.

RECOMMENDATIONS

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

1. The Democracy Prep board should continue to become solidified and seek out training for current and future board members. The SPCSA recommends that the training become routine and on-going. SPCSA highly encourages the full DPAC board receive governance training prior to the start of the 2021 -22 school year. The SPCSA can connect with the board and assist in facilitating this need if helpful.
2. SPCSA staff recommends that Democracy Prep begin to develop and make available to all students an array of both college preparation and high quality career pathways. As noted in the student focus group, it appears that some students could benefit from dual messaging. By combining rigorous academics, an applied curriculum, and work-based learning opportunities the school will improve the success rate for their students, in alignment with the mission statement. By including the support of focused career planning and guidance, Democracy Prep can also improve student outcomes.
3. It is recommended that the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible consider the idea of delegating operational tasks to ensure that excellent teaching and learning are spread school-wide as well as overseeing that internal systems operate in an on-time and functional manner. The SPCSA notes that there have been late and missing submissions within Epicenter since the transition from the Achievement School District. More recently, the final FY20 Financial Audit was submitted nearly two months after the statutory deadline. Items to be completed ahead for this site evaluation were also received late. There is room to grow in this regard and the Democracy Prep team should strive to appear well-prepared and timely in internal and external communications.
4. It is recommended that school staff continue to work on a variety of distance learning practices to become even more schooled, purposeful, and intentional with this platform. In both distance learning and in person platforms, research has shown (*Fisher, Frey & Hattie, 2020*) that the following best practices apply.
 - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
 - Learning accelerates when the student, not the teacher, is taught to be in control of his or her learning.
 - There needs to be a diversity of instructional approaches.
 - Well-designed peer learning impacts understanding.
 - Feedback in a high-trust environment must be integrated into the learning cycle. (*Fisher et al.,2020*)

This recommendation is provided so that Democracy Prep considers using newly published materials based on Hattie's 2020 research to further strengthen the online instruction even more than it is now. As virtual learning decreases, the same strong strategies will apply to the in-person learning environment as well.

DEFICIENCIES

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



Nevada State Public Charter School Authority

Site Evaluation Report: Democracy Prep Evaluation Date: 1/25/2022 Report Date: 3/23/2022

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

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on January 25, 2022, at Democracy Prep (DPAC). This site evaluation occurred during the Omicron wave of the COVID-19 pandemic which presented unique challenges to all school communities, including Democracy Prep. 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. During the 2021-2022 school year, the SPCSA will differentiate levels of oversight. The schools identified as having a rating of a two-star or below according to the Nevada School Performance Framework (NSPF), and those schools with a Notice of Concern Notice of Breach or Notice of Termination will have a differentiated procedure for their site evaluation. Democracy Prep Elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement.

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

Democracy Prep is in Las Vegas, Nevada in a facility at 1201 W. Lake Mead. The school serves 1,147 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of name of school is: "The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

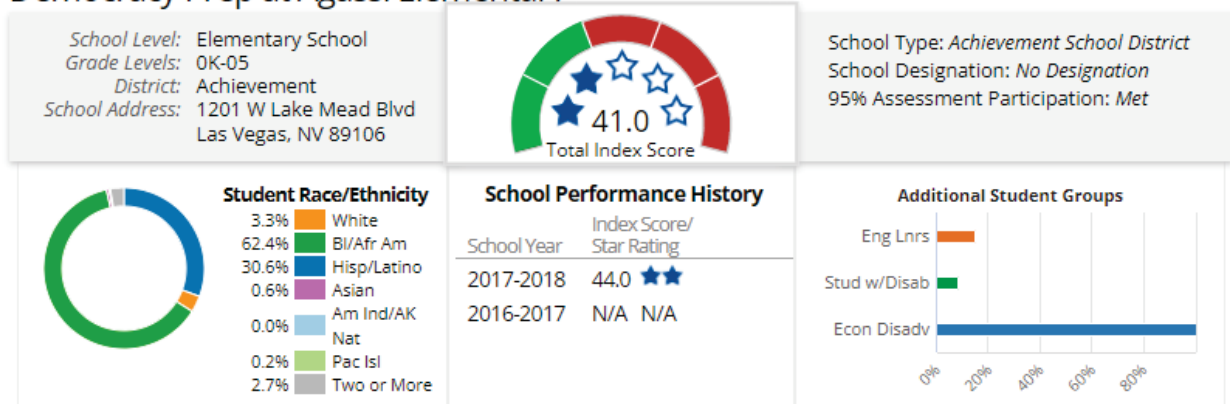
This information is provided to assist in understanding the data sets impacted by the pandemic.

Democracy Prep serves 1,147 students in grades Kindergarten through 12th grade.

Elementary School

Democracy Prep at Agassi Elementary

School Year 2018-2019 Nevada School Rating



Democracy Prep
Math and ELA Results
Nevada School Performance Framework
2019

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	35.0	36.1	48.5	38.1	38.1	45.8
American Indian/Alaska Native	-	-	34.3	-	-	30.9
Asian	-	-	68.8	-	-	67.2
Black/African American	30.0	29.2	32.3	32.6	32.6	28.8
Hispanic/Latino	41.3	42.8	39.6	42.0	42.0	36.5
Pacific Islander	-	-	48.3	-	-	45.6
Two or More Races	-	-	55.3	-	-	52.9
White/Caucasian	36.3	40.0	59.3	-	-	57.2
Special Education	14.2	16.0	28.6	9.0	9.0	24.8
English Learners Current + Former	42.4	44.7	35.8	39.5	39.5	32.4
English Learners Current	26.3	25.5		31.4	31.4	
Economically Disadvantaged	35.0	35.7	39	-	-	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.9	39.9	57	43.8	43.8	54.7
American Indian/Alaska Native	-	-	42.5	-	-	39.5
Asian	-	-	75.4	-	-	74.1
Black/African American	34.6	33.5	42.6	38.9	38.9	39.6
Hispanic/Latino	45.3	45.9	48.2	49.2	49.2	45.5
Pacific Islander	-	-	57.9	-	-	55.7
Two or More Races	-	-	64.4	-	-	62.6
White/Caucasian	63.6	53.3	67.4	-	-	65.7
Special Education	14.2	12.0	30	20.0	20.0	26.3
English Learners Current + Former	44.3	44.7	41.4	45.8	45.8	38.4
English Learners Current	23.6	20.9		34.2	34.2	
Economically Disadvantaged	39.9	39.6	46.8	-	-	44

Nevada School Performance Framework 2019

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Middle School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.3	52.4	54.1	50.2	50.2	51.7
American Indian/Alaska Native	-	-	43.4	-	-	40.5
Asian	-	-	75.9	-	-	74.6
Black/African American	50.2	49.7	37.8	46.7	46.7	34.5
Hispanic/Latino	58.2	55.7	45.1	57.6	57.6	42.2
Pacific Islander	-	-	53.2	-	-	50.7
Two or More Races	-	-	61.3	30.0	30.0	59.2
White/Caucasian	-	40.0	66.3	-	-	64.6
Special Education	27.2	23.5	21.9	9.5	9.5	17.8
English Learners Current + Former	59.1	51.7	24.3	62.9	62.9	20.3
English Learners Current	28.0	20.0		37.5	37.5	
Economically Disadvantaged	53.5	52.0	44.4	-	-	41.4

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.7	42.7	36.5	40.4	40.4	33.2
American Indian/Alaska Native	-	-	28.4	-	-	24.6
Asian	-	-	58.6	-	-	56.4
Black/African American	35.9	35.5	23.5	33.8	33.8	19.5
Hispanic/Latino	52.3	50.0	29.3	50.0	50.0	25.5
Pacific Islander	-	-	36.9	-	-	33.6
Two or More Races	-	-	40.6	30.0	30.0	37.5
White/Caucasian	-	30.0	47.1	-	-	44.4
Special Education	9.0	5.8	18.6	4.7	4.7	14.3
English Learners Current + Former	49.0	43.8	20.2	51.8	51.8	16
English Learners Current	23.3	17.0		25.0	25.0	
Economically Disadvantaged	42.9	42.4	29.2	-	-	25.5

Nevada School Performance Framework 2019

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

High School

Math Proficient

Math Proficient Points Earned: 1/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	6.9	6.9	32.83	12.0	12.0	29.29
American Indian/Alaska Native	-	-	23.12	-	-	19.07
Asian	-	-	50.27	-	-	47.65
Black/African American	7.1	7.1	18.42	13.3	13.3	14.12
Hispanic/Latino	8.3	8.3	22.93	10.0	10.0	18.87
Pacific Islander	-	-	29.26	-	-	25.54
Two or More Races	-	-	36.96	-	-	33.64
White/Caucasian	-	-	44.25	-	-	41.31
Special Education	-	-	12.38	-	-	7.77
English Learners Current + Former	-	-	14.52	-	-	10.02
English Learners Current	-	-	-	-	-	6.96
Economically Disadvantaged	6.9	6.9	24	15.3	15.3	20.01

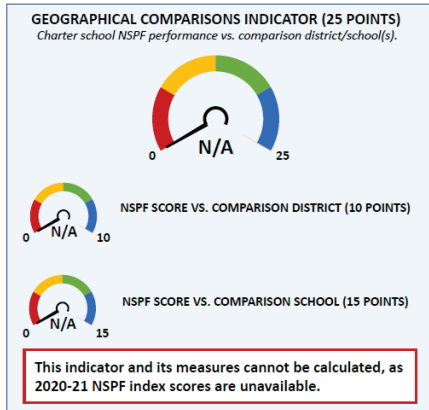
ELA Proficient

ELA Proficient Points Earned: 4.5/10

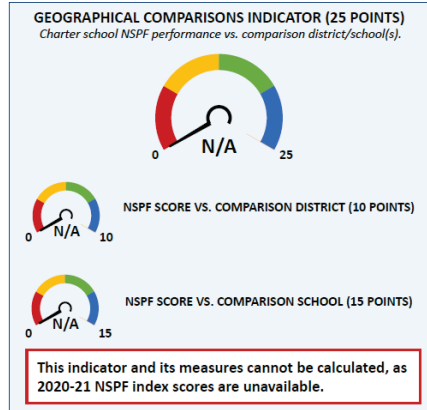
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.9	43.9	48.54	48.2	48.2	45.83
American Indian/Alaska Native	-	-	36.76	-	-	33.43
Asian	-	-	65.11	-	-	63.27
Black/African American	33.3	33.3	31.39	42.2	42.2	27.78
Hispanic/Latino	58.3	58.3	36.5	60.0	60.0	33.15
Pacific Islander	-	-	48.75	-	-	46.05
Two or More Races	-	-	58.07	-	-	55.86
White/Caucasian	-	-	62.25	-	-	60.26
Special Education	-	-	15.71	-	-	11.27
English Learners Current + Former	-	-	17.52	-	-	13.18
English Learners Current	-	-	-	-	-	6.9
Economically Disadvantaged	43.9	43.9	37.66	51.2	51.2	34.37

SPCSA Academic Performance Framework Geographic Comparison Report

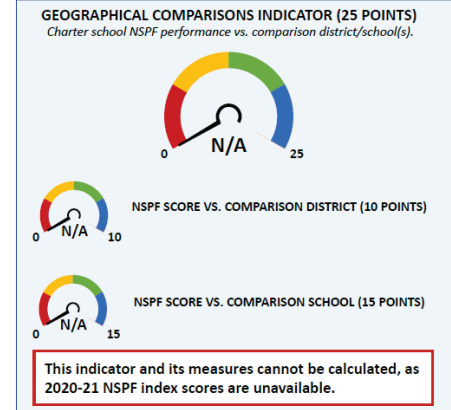
Elementary School



Middle School

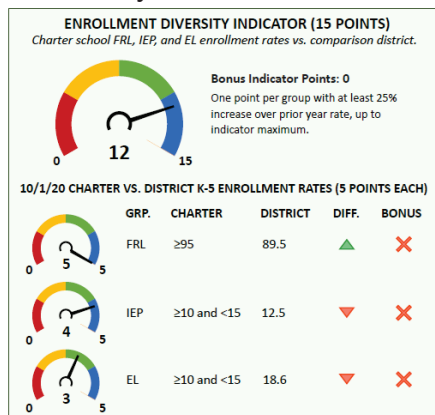


High School

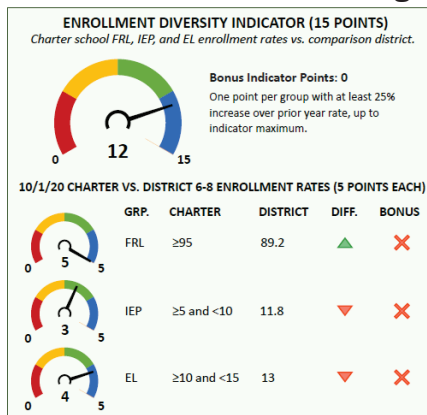


SPCSA Academic Performance Framework Diversity Comparison Results

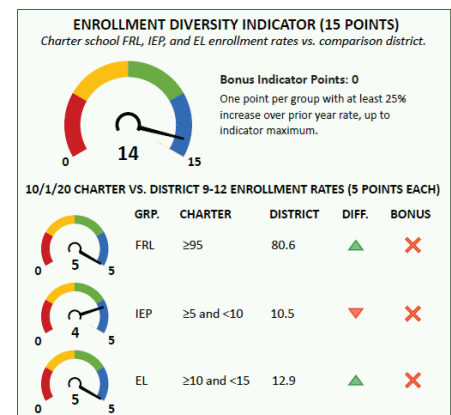
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	4	30 minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	6	30 minutes
Staff	7	30 minutes

Governing Board¹:

1. The board was asked to describe the process of evaluating the school leader. Board members shared they do not have a formal evaluation process. Rather, the board works with the national network who assesses and evaluates the site school leader. The local board provides information to the CMO in the form of a standardized survey created by the national organization. The survey contains items regarding leadership, partnership services, and CMO supports. The leader is an employee of the national network, not the school, therefore, leadership is evaluated at the national network level. Board members reported this evaluation process is part of the contract with the national organization.
2. Board members of the focus group were asked how they were informed about student academic success and how they view the current state of academics at DPAC. It was reported that DPAC has hired an extra data consultant. Focus group members shared curriculum leaders present information at board meetings regarding innovative programming for students to meet learning goals. Board members said they have been shown data that there is progress over time and that students have been rising in star status. Focus board members said, "Schools and students are on target." One focus group member said the current "Academic focus has been on closing gaps that have occurred during COVID-19." The board member president said, "DPAC has added additional interventions for academics and attendance. This population is different and based upon the population served that should be considered."

Board members shared they were concerned about the metrics used to determine statewide star ratings for schools. One board member said, "The rating system for charter schools at the state level does not take into account the poverty levels of the student population. The charter school metric compares students to charter schools in the suburbs, and that is not comparable. We know we have work to do, but we do serve populations that other schools do not." One board member stated they were concerned that the measures that contribute to the star rating operate from a deficit model and do not take into consideration the school's support of feeding the families as well as the students.

3. Board members reported they currently have three sub committees. One person explained, "We have three committees, academic, finance, and community engagement. We established this right before COVID and have not been able to get them as active as we would have liked with other priorities. We

¹ Four members of the nine member board participated. Quorum was not met, and Open Meeting Law was not violated.

established mission and vision of these committees and have used them in a few ways to further governance structures.”

4. Members of the governing board communicated they have completed a few trainings. One board member commented, “I know when we first came into the SPCSA we trained our new board members on expectations of boards in the State of Nevada, role of board members, and making decisions. We have also received training on board partnerships with schools and received a training from a financial firm on board decisions regarding money decisions. We have discussed additional training opportunities to ensure we are all on the same page and this is something the board wants to explore more of.”
5. The board was asked about areas of board member expertise. One board member explained, “In my opinion, we have a pretty solid expertise in instruction and data driven decision making to support students through tiered intensification frameworks. We have active and connected community partners serving on our board from a variety of spaces and places (e.g., private sector, government). I would say that our gaps are probably focused on Human Resource Administration within a school as much of our expertise is in the classroom instructional arena and legal aspects of board governance as we had a member in that area step down.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Generally, there was a sense from focus group members that communication could be improved at DPAC. One family member commented communication from DPAC is inconsistent, stating, “Some teachers communicate but other staff members do not communicate consistently.” Other parents said they often do not know what is going on at the school in general. Family members shared they would like to be kept more up to date and current regarding events taking place at the school. Focus group participants said parent involvement is minimal. One parent stated they see the same parents at all the school events. Two parents stated they would like more communication regarding academic work from teachers. One parent said, “When my child is not doing well there is no communication with the parent as to what the student did that was incorrect or what he needs to do to improve.”
2. Despite the aforementioned communication challenges, parents expressed their gratitude for teachers on other fronts. One parent appreciated teachers’ assistance transitioning her son to DPAC. Teachers helped him obtain uniforms, understand his class schedule, and get familiar with the campus. “The teachers assisted a great deal in helping my son take ownership for his education.” One parent of a high-school student said school leadership was responsive and supportive in testing their child for academic placement. “Staff also considered my child’s emotional” peer needs. Another high-school parent reported her high-achieving child was thriving saying, “I like they teach a growth mindset. My child knows how to manage failure or being uncomfortable. She has the tools and skills to be resilient.”
3. One parent said they would like to see the school focus on trade options for students beyond high school graduation and not just college. Other parents commented they have seen green energy vendors during the trunk-or-treat event as well as maker spaces exposing students to trade options.
4. Families were asked to share their thoughts regarding math instruction at DPAC. Three parents reported remote learning instruction during COVID felt very fast. One parent of an elementary school student said, “I watched my son’s class during remote learning because his math grade was suffering. Teachers did not slow down or revisit concepts. How do they know if students were learning?” One parent of a second grader said, “Math is going to increase in rigor and difficulty as students get into higher grades. Students need to understand why or how to do something now.” One parent of a middle-school student reported her child also struggles in math. Families said they would like to receive assistance or step-by-step processes to help when their child struggling with content. Several parents nodded in agreement. Students’ ability to build on mathematical conceptual knowledge was a concern shared by four of the five parents in the focus group.
5. Family members shared concerns regarding teacher turnover. One parent remarked, “Teacher turnover is very high at this school and with teacher turnover there is inconsistent instruction, and a variety of teaching styles.” One parent commented, “My daughter struggles with the continual changes in teachers for classes such as Korean and history.” Another family member said they felt the teachers are often not prepared to teach the demographic represented at the school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students were asked to explain how they know what they are supposed to be learning during a lesson. One middle-school student shared, "Usually there is a theme stated in the PowerPoint listing the lesson name and aims. Sometimes there is a video or guiding directions." Another middle schooler said, "We work in small groups and then we revisit the theme at the end of the lesson." Another student said there are "do-now's" to complete at the beginning of each class, and teachers share these on the whiteboard the lesson and what students are to complete. Students stated teachers make sure students feel comfortable asking questions and asking for help. One middle school student shared they felt teachers went out of their way to make it okay and comfortable to fail so as to build confidence the next time.

Elementary school students report they follow a posted classroom schedule to know what subject they are working on at what time. Worksheet packet titles also inform students of the directions. One elementary school student stated, "When people don't understand, the teacher works with the students in small groups. This happens depending on how many people understand or don't understand the lesson."

High school students said students know the learning objective as teachers use the format SWBAT (Student Will Be Able To) to know what learning should take place in a lesson. High School students reported they work in small groups or with a partner, go to the board and work problems out with help, and complete independent practice worksheets. Teachers also walk around during independent practice and assist according to students, who noted they have access to a Google Calendar document at any time.

2. Students shared their concern for their learning and an awareness of not having enough teachers stating, "There have been numerous times where teachers covered class periods during their break or planning time." One student reported having multiple teachers for one class has been frustrating. "Often there is miscommunication with multiple substitute teachers and there is confusion for students to know what they are supposed to be doing or when things are due. Sometimes we complete an assignment, and the substitute or teacher doesn't want that assignment. They ask us to do something else or do it in a different way." Another student remarked, "Sometimes the teacher covering the class doesn't know the subject and that's hard." One student said, "When we get a new teacher in the middle of the year students have to adjust to the new teacher and how this teacher would like to oversee the class." Another student said, "It is hard to build rapport with a new teacher because we don't know them. We can be behind in content and now we are trying to build rapport and routines and that's hard." Another student felt discouraged "When we have a substitute. They go through packets or just worksheets and when we get the 'real teacher' we get different goals, activities, and lessons." Students were appreciative of a new history teacher hire. "He was easy to get along with and we were amazed at how quickly and easily he began teaching." One student commented, "The teachers here are doing their best and they are working long hard hours." Several students nodded in agreement.

“We have had a few fights. We have had class times where the students are wild in the class. This affects learning. I wish someone was watching to calm people down,” one student said. Another stated, “When a class has a substitute teacher, it is uncomfortable. The school leaders do come and check-in, but they don’t stay in the room.” Another student reported when there was a substitute in his class, students were anxious and “wild.” Several students reached out to the teacher via text. The teacher video-called into the class to calm the class down and focus the learning.

One student commented, “From a senior perspective, it was a bit of a mess during the first half of the year. We had no counselor for four months, and this resulted in seniors not applying to college in a timely manner and ended up with pressure to apply to colleges at the very last moment. Some deadlines for some of the colleges had passed and seniors such as me and others missed out on some of these opportunities.”

3. Students shared the return to full in-person instruction brought safety concerns. Many said they are anxious about contracting COVID and it made them uncomfortable when students take their masks down or don’t wear them properly.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Leadership was asked how the school uses assessment data to make instructional and curricular decisions. The leadership team shared curricular audits happen three to four times per year. The team strives to ensure the curriculum is used with fidelity by meeting bi-monthly, reviewing the data and discussing specific emerging concerns or patterns. After the curriculum team meets, coaching occurs with the teachers and strategies are created to meet learner's needs. Daily assessments activities as well as end of the week or unit measures are built into the curriculum. Student learning gaps from daily, weekly or end of unit measurements can be revisited by teachers. One member of the leadership team explained, "Adjusting instruction daily and for each class period is within our control. We strive to control what we can for student achievement." Leaders shared parent conferences are offered in person or virtually with elementary and middle school parents have a high participating at a rate. One school leader commented, "Parents are invested in their students' success." Leaders further spoke about engaging students: "We use the metaphor of a teacher toolbox to build teacher capacity. This ties into the question 'how does what I am learning today tie into my prior knowledge and how will I use this learning in the future?'"
2. Leadership was asked what assessments are used for elementary, middle school, and high school. The team reported elementary grades use *Into Reading* as a baseline assessment at the beginning of the year. In autumn a Measures of Academic Progress (MAP) reading fluency diagnostic for kindergarten through grades five is conducted. MAP is also used for English language arts and math. "Winter MAP scores drive small group instruction," one member of the leadership team explained. The *Smarter Balanced Assessment Consortium* (SBAC) standardized practice tests are provided in March. One member of the leadership team said, "Diagnostics are completed three times a year, but we are concerned with testing fatigue as students also take external exams." There are also curricular benchmark assessments after students complete a unit.
3. The leadership team was asked how math instruction is differentiated within each grade level to meet the needs of all learners. One leader explained, "Differentiation comes from teachers, and they use i-Ready or Eureka curricular platforms to pull out supplemental materials and create small groups, and activities. Teachers use these methods for a six-week period and then re-assess." Elementary school leadership reported, "In Kindergarten through fifth grade math scores have dropped network wide. We are re-thinking what our professional development looks like, and we are re-evaluating focused professional development." According to school leaders, DPAC is considering focused professional development that shows teachers how to break down the curriculum to ensure strong instruction and align to addressing what the data is showing. School leaders, including curricular specialists meet once a month for professional development, looking across the local, state, and regional data. One member of the leadership team said, "Re-investing in the teachers as well as the students is a strong push. We ask, 'What does it mean to be successful?' 'What are power standards and how do they emerge in the classroom?'" The principal reported DPAC specifically scrutinizes a number of things, stating, "Math fluency, but math is intertwined with English language arts at the Las Vegas school. Fourth and fifth graders are supported with a

curriculum specialist looking at lesson plans and providing guidance on how to unpack the content for the teacher and the students in conjunction with the student data. Teachers receive assistance on how to internalize the lesson and receive training from Eureka as well.” Kindergarten also receives special attention as students in kindergarten and first grade spent their first year of schooling online due to COVID according to school leaders.

4. School leadership stated their goal for academic year 21-22 is to move the elementary school to 3-star status and the middle school to 4-star status. One school leader stated, “COVID hit our population hard. Students did not show up on-line in physical or mental space. Growth occurs when the students are in-person.” Leaders said there has been a concerted effort at DPAC on transitioning students back to in-person learning and supporting students acclimating to the in-person schooling environment.
5. Leadership was asked about the drop-in graduation rate. The team reported small classes really highlight when a few students do not complete graduation requirements. One person said, “We have not made any specific plans regarding graduation rates. We have targeted how to retain our K-12 students; rather than the known that when students leave us, they do not enroll anywhere else.” It was also shared with the site evaluation team that two students left school and cannot be reached. There are presently thirty-five seniors set to graduate the 21-22 year.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Several teachers shared they are concerned about student behaviors, safety, and the lack of follow through with school wide consistent policies and procedures. One said, "There is little to no acknowledgement or support for teachers." One teacher provided the example of a student misbehaving during class. "The parent came to school and sat with the student in class. The child behaved with the parent present. It didn't resolve the issue and was not a solution. The systemic root cause of the behavior is not being addressed." Another teacher remarked, "Most of the staff is new to the school this year and it is like a revolving door." Six out of the seven focus group members reported being new hires this year and it was their first year of teaching. One teacher had been at DPAC prior to the 21-22 academic year. All seven of the focus group participants shared they are exhausted; they are aware teacher retention is a serious concern. The teachers shared there are professional development opportunities, however there are no standard expectations. Staff report they are not given thirty minutes for lunch and have ten minutes on most days.
2. Teachers were asked how they differentiate instruction for special populations. For English language learners, staff members replied they unpack math vocabulary with the whole class. Teachers also shared they place emergent English learners in heterogeneous groupings so students can practice oral language and specific vocabulary with peers. Another teacher reported an English support paraprofessional assists with classroom instruction daily. One teacher explained many native speakers of Spanish help their peers. Teachers said they have several strategies in place for students who have an Individualized Education Plan (IEP) on file. One teacher shared a specific example of teaching fractions. "Some students can add and subtract fractions. Some special needs students may not be at the level to add and subtract fraction Instruction is scaffolded visually where students are asked to color in portions of the picture. They are exposed to fractions but are not working with the symbolic language of math just yet." Another teacher explained checklists and steps are used quite frequently to assist students. One teacher said, "Making students feel comfortable and calm and communicating with the family is important while adhering to the IEP." Another teacher reported a student in her class needs daily at-home reinforcement of concepts, sharing this student works on a packet of materials every evening and brings that work to school the next day. This teacher shared that, in their opinion, the school-to-home extension helps this student academically.
3. Faculty were asked what kinds of assessments they used and how they used the assessment data to make plan lessons. Teachers reported the SBAC is used for diagnostic purposes in grades three through eight, but i-Ready is also used at DPAC. Eureka Math is implemented schoolwide and contains mid-module assessments, and final assessments as reported by teachers. One teacher shared she creates a review assessment for the students that they go over together prior to completing a Eureka assessment. One teacher said they conducted formative assessments with their class periodically in a lesson "to decide if the class is ready to move forward to the next step." One teacher answered she helps students learn by playing a game on the whiteboard to check for a student's mastery of the content. Another teacher stated, "Interim assessments are used to create small groups. Many students like working in small groups and with their friends." One person commented, "I remind students we all want to succeed and in order to do that, we all help each other."

Elementary teachers shared in the focus group that they print curricular packets weekly from a *Know it, Show it* book. Packets for math, reading, writing, and social studies are photocopied for students' daily use. Once the packets are completed the teacher collects and scores them. One teacher commented that this practice leads to very large stacks of paper at the end of the week. Other teachers agreed, expressing they are not fond of the volume of paper being printed, or carried home for scoring. Every photocopied lesson has the components "I do, we do, you do" at each level of the lesson. Formative checks for understanding and summative assessments, such as exit tickets, are provided by the curriculum. Teachers stated they do not deviate from the curriculum. One teacher said, "Those assessments are geared toward the ideal setting. They do not really fit with our students or where they are in their learning." According to teachers, there is discussion to implement backwards design and design instruction for what DPAC students need but nothing has been formalized.

CLASSROOM OBSERVATION TOTALS

A total of 34 classrooms were observed for approximately 15 minutes on the day of the evaluation. 20 of these classrooms were at the elementary school.

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: 4	Total: 15	Total: 15	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: 4	Total: 18	Total: 12	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. ³²	This criterion was not observed or rated.
	Total: 6	Total: 17	Total: 11	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: 7	Total: 14	Total: 13	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: 4	Total: 13	Total: 15	Total: 2	Total: 0
	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: 3	Total: 13	Total: 14	Total: 2	Total: 2
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total: 10	Total: 4	Total: 4

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: 4	Total: 13	Total: 15	Total: 2	Total: 0
	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: 4	Total: 11	Total: 17	Total: 2	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: 5	Total: 14	Total: 13	Total: 2	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. 32
	Total: 5	Total: 14	Total: 15	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one middle school classroom, students were observed to be off task. Students were drawing and looking up pictures instead of engaging in the lesson. The teacher did not walk around the classroom. The teacher taught the lesson sitting down from the back of the classroom.
2. In one 2nd grade classroom students worked on a social studies packet with heavy emphasis on teacher directed instruction and filling in the blank with the teacher's answer. The teacher asked a question and students raised their hands and were called upon by the teacher. There was no peer-to-peer discussion.
3. In one elementary classroom, the students watched a video. The video could not be seen as the lights were on. Students advocated for themselves and stated they could not see the screen or the video, which contained the content. The teacher did not adjust the lighting nor respond to student requests. The teacher sat on a chair in the front of the classroom and could not see students in the back of the room.
4. In one middle school classroom, the teacher reviewed the vocabulary for the lesson and connected this prior learning to new learning.
5. In one middle school classroom, the teacher facilitated a midterm review by utilizing Nearpod.
6. Of the 20 elementary classrooms observed, class materials consisted primarily of photocopied packets. Students worked exclusively on the photocopied worksheets and copied down responses on the worksheet as a whole class so every student had the same answer recorded. SPCSA staff did not observe a diversity of instructional approaches.
7. In seven of the twenty observed elementary classrooms, teachers taught from their desk and students completed worksheets with very limited student discourse.
8. In one middle school classroom, the teacher used the Total Physical Response (TPR) strategy to teach vocabulary for a history lesson. The teacher asked higher-order questions throughout the lesson. Students used accountable talk strategies and had meaningful discourse.
9. In one middle school classroom, the teacher posted the classroom expectations on the wall and referred to them when correcting student behavior.
10. In one lower elementary classroom, the teacher focused primarily on students being compliant, sitting quietly, remaining quiet, and tracking with eyes. When the instructor wrote on the white board, the writing was very small and could not be seen by the back of the classroom. Many students were observed to be off task, reading a book, or playing with desk objects, or writing on blank sheets of paper. The teacher focused on the front "t-zone" of the room. Much instructional time appeared to be lost by repeatedly asking students to get into "star zone," and bring voice levels to zero. Students were very eager to discuss the topic at their table. The teacher was observed to be more focused on compliance of behavioral procedures rather than the lesson.
11. In one middle school classroom students were asked to make text to self and text to world connections.
12. In one middle school classroom, the teacher used attention grabbers to refocus students.
13. In one high school classroom, students worked on their Chromebook to complete classwork on google classroom. The teacher and students reviewed the answers together.
14. In one high school classroom, students engaged in the lesson and participated throughout the lesson.
15. In one high school classroom, students came to the board to share their math strategies.
16. In one high school classroom, the teacher taught students how to use details from the text to provide evidence in their written response. Students had discourse on how they connected to the text.
17. In one high school classroom, the teacher stated the purpose of the lesson and asked questions to ensure students understanding.

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 will outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>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.</p> <p>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.</p>	DPAC conducts a new curriculum review using Ed Reports. The curriculum undergoes a review process by which they create working groups to review. Part of the review process is standards alignment. The school reports that they employ a curriculum specialist who has vetted final materials to NVACS.
1b	<p>The school complies with applicable education requirements.</p> <p>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</p>	School staff submits information to SPCSA regarding the school handbook, licensing of staff and completes assessments and data requirements.
1c	<p>The school protects the rights of students with disabilities.</p> <p>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.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	The school reported that SPED managers/coordinators support teachers and school leaders through scheduling and professional development.

1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>During the DPAC presentation, the school leader shared that DPAC has coordinators who support classroom teachers by providing ELL content professional development which they receive from the Nevada Department of Education.</p>
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ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	Examples of how 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.	The DPAC Board members meet monthly and complete an annual evaluation of the effectiveness of the CMO's support across a series of metrics each year. The board complies with Open Meeting Law.
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.	The school has an open application time and holds the lottery in early March. Any Scholars not accepted are placed on the waiting list. A tiered behavior system was reported to be in place. The school has a Discipline Handbook.
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 health service, and other and safety services.	Emergency procedures are posted in each room and staff review them with students each year. Routine safety drills are scheduled to take place during the year and the emergency operations plan is reviewed each year and revised as necessary. Students have access to Safe Voice, as well as to DPAC's five social workers for mental health supports as needed.

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.

NOTE: The DPAC Leadership team has reported within the Site Evaluation Data collection form that: "Given the enormous challenges of the past year that continue into the present school year, the recommendations given after the 2021 site evaluation were not the school's primary focus. In the second half of 20-21, school staff were focused on a return to in-person instruction, the end of year focus was on strong instructional delivery, and the beginning of the year focus for SY 21-22 was reacclimating staff and scholars to in person school as well as implementing a strong instructional program while still navigating ongoing and ever-shifting COVID related challenges."

School staff ability to address previous recommendations	<ol style="list-style-type: none"> 1. At the network level, an emphasis has been placed on expanding pathways targeting post- secondary career opportunities. 2. The school expanded the number of staff dedicated to operational compliance to be set up for success to meet SPCSA deadlines in a timely manner. There are still times when on-time submissions to the SPCSA are not on time. 3. Per the school's admission, the recommendation regarding improved instructional design was not addressed.
Evidence the school can provide to support the implementation of previous recommendations.	<ol style="list-style-type: none"> 1. Every DPAC senior high student meets multiple times with a college counselor to discuss post-secondary options framed around a student's interests, academic profile, and financial situation. These are discussed during DPACS's College Readiness Class. DPAC counselors work with seniors who are interested in entering a specific career immediately after high school to complete applications to local vocational programs and or degree to employment programs at local schools such as Nevada State College of Southern Nevada. 2. School has streamlined communication regarding SPCSA compliance deadlines to calendars upcoming compliance deadlines.
The reasons school will require additional time to fully address the recommended items.	<ol style="list-style-type: none"> 1. The school will require time to implement the previous recommendation from the 20-21 school year site evaluation. (see more within the Strong Recommendation of this report.)

SITE EVALUATION FINDINGS

STRENGTHS

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

1. DPAC is placing an emphasis post-secondary vocational career options in addition to college pathways. DPAC seniors enroll and complete a college readiness class. Students meet multiple times with a college counselor throughout the year to discuss post-secondary options framed around a student's interests, academic profile, and financial situation. Assistance for students is provided for completing college applications, such as Nevada State College of Southern Nevada. Student support for completing vocational program applications is also provided.
2. Democracy Prep has a diverse student population that aligns with the spirit of the SPSCA Academic and Demographic Needs Assessment. Validation day information indicates that over 90% of currently enrolled students qualify for Free or Reduced-Price lunch. This is well above the SPSCA average. Additionally, the school serves a fair number of students qualifying for special education services, and students qualifying for English language services and supports.
3. Students stated they are happy attending DPAC. Positive interactions between teachers and students within classrooms and in common areas was evident. Teachers and students engaged in eye contact and conversations easily. Students spoke highly of their teachers and recognize their hard work. Students complimented teachers on the multiple roles they assume on a day-to-day basis, including substituting for a class during their preparation. Students reported they feel comfortable with staff because staff have taken time to build relationships and trust with 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. As reported during the site evaluation process, curriculum has changed at the elementary grade level several times in the past few years, leading to inconsistency in understanding how curricular materials align with student needs and targeted learning goals and Nevada State Standards. Research indicates implementing new curriculum is time intensive. Repeated changes in curriculum may not provide teachers opportunities for deep reflection on curricular successes and student growth. When teachers and specialists have a strong understanding of curricular content they are more able to co-plan and horizontally and vertically align the instruction to support students' learning success.
2. DPAC continues to be challenged in utilizing assessment data to monitor and respond to the needs of students. The need, and leadership stated goal, to move the elementary grades from a 2-Star NSPF rating to a 3-star or higher is critical for elementary long-term school success. Through the site

evaluation process, it is clear this work is still a challenge, and that DPAC still has work to do in terms of effectively analyzing the results of elementary school student assessment results, (MAP, i-Ready) to guide instructional changes, remediation, and interventions for continued student success. Implementing changes for student progress was a recommendation from the previous site evaluation report dated 1-28-2021.

3. School leadership report the return to in-person learning during the 21-22 school year has accentuated achievement level gaps due to in-person learning loss. Classroom management and behavioral issues have also arisen as students were removed from the structure and routine of the in-person school day. Leadership, family, and student focus groups report some families are gravely concerned about contracting COVID and are reluctant to send their children back to in-person learning. The DPAC Leadership team reported, "Given the enormous challenges of the past year that continue into the present school year, the focus for SY 21-22 was reacclimating staff and scholars to in person school while still navigating ongoing and ever-shifting COVID related challenges." SPCSA staff recognizes the ongoing challenges and difficulties presented by the pandemic.
4. Differentiated instruction to meet individual student needs at the elementary level is a challenge as teachers follow a prescribed curriculum. As stated during the focus group, teachers do not plan lessons that differentiate learning targets, or tiered questioning and discussion techniques for the specific individual student needs at DPAC. The weekly printed worksheet packets contain preformatted assessments built into the curriculum. Prescribed photocopied curricular packets may not allow teachers to easily adapt daily plans for cultural and developmental differences of students or connect to students' individual lived experience, thus presenting possible challenges.
5. School leaders, family members, students, and staff report that the school has undergone significant staff turnover. Many staff members are new to the teaching profession. As reported by school leadership, there have been limited opportunities for coaching to take place due to staffing shortages. As reported by the staff, the teaching staff need support with behavior management, classroom instruction, and tracking of student achievement.

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. SPCSA staff recommend Democracy Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. Members of the leadership team mentioned there were behavioral and loss of learning challenges resulting from the ongoing COVID-19 pandemic. Staff also indicated the return to in-person learning has illustrated student difficulty in self-regulation within the classroom environment. Staff and students suggested an increase in support and visibility by the leadership team in classrooms with a substitute. According to participants in the family and student focus group, when a teacher position becomes open during the middle of a school year, the impact to students and families is challenging as students must adapt to the ways a new teacher conducts the classroom. The teaching staff reported they are saddled with managing challenging student behavior, addressing learning gaps, and trying to provide support to several new teachers. Teachers reported being exhausted and having high levels of stress. Staff reported they are not given thirty minutes for lunch and have ten minutes on most days. Several teachers shared they were concerned about student behaviors, safety, and the lack of follow through with school wide consistent policies and procedures. Addressing teacher

attrition is critical to school improvement. Teachers are the number one in school influence on student achievement (Terida, 2019). Teacher job satisfaction and turnover were communicated as items of high concern as noted in the focus group interviews.

For these reasons, it is recommended that the leadership team, board members, and families support the staff to be healthier and have more well-balanced positive energy. Support can come in many forms and may include eating healthy foods, opportunities to get some light exercise, and the use of mindfulness and or calming techniques. A positive sense of belonging is fundamental for teachers, and it is important that staff have conversations to build positive connections. Leadership should prioritize inspiring teachers by highlighting some of the best practices that have been tried and have been found to work with student engagement and boosting learning levels

STRONG RECOMMENDATIONS

Strong recommendations are provided for DPAC Elementary School. In accordance with the Site Evaluation Handbook (pg. 6) the school will be required to create a plan. A Site Evaluation Response Plan must be created and approved by the SPCSA and together the plan will be reviewed and monitored until the strong recommendation requirement has been fully implemented and sufficient evidence has been provided.

1. It is strongly recommended elementary school staff become more purposeful and intentional with in-person instructional best practices. This was a recommendation during the previous site evaluation report published in January 2021. Implementing intentional instructional best practices applies to both in-person and distance learning.
2. Establish a clearly defined formative assessment process to generate powerful learning outcomes. It is strongly recommended that DPAC elementary focus on three elements within the formative assessment process. First, establish clear learning targets and criteria for success. Second, improve the use and frequency of feedback to students. Third, foster student goal setting as an integral part of classroom practice. Integrate the feedback throughout the learning cycle (Fisher et al., 2020).
3. SPCSA staff strongly recommend the pacing of the lesson is: a) grade and age appropriate, b) includes differentiated instructional approaches, and c) intellectually engages all students. See 7A of the Classroom Observation Totals Rubric. SPCSA staff believe that this will help improve instruction, particularly at the elementary level.
4. SPCSA staff strongly recommend providing focused professional development opportunities for teachers on current student performance data, so teachers utilize the data when making curricular and instructional decisions to meet student learning needs in a culturally responsive manner for academic growth. DPAC faculty should be familiar with the curricula and standards alignment across grade level bands. DPAC may want to consider providing professional development time in which teachers can align the curriculum, creating a curriculum map for each grade level and subject area. Faculty can then refer to the other grade level curriculum maps to set learning goals.

DEFICIENCIES

There were no deficiencies identified during the Democracy Prep site evaluation.



Nevada State Public Charter School Authority

Site Evaluation Report: Democracy Preparatory Academy at the Agassi Campus

Evaluation Date: 10/5/2022

Initial Draft Report Date: 12/19/2022

State Public Charter School Authority
775-687-9174
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/5/2022 at Democracy Preparatory Academy at the Agassi Campus (DPAC). 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. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluation. DPAC is in year three of their charter contract and operating under a Notice of Concern, thus meeting the criteria for a comprehensive site evaluation.

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.

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

DPAC is located in Las Vegas, Nevada in a facility at 1201 W. Lake Mead Boulevard. The school serves 1,147 students (as of the most recent Validation Day) in kindergarten through 12th grade¹. The mission of DPAC is: "The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship."

¹ Because the DPAC site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

ACADEMIC PERFORMANCE

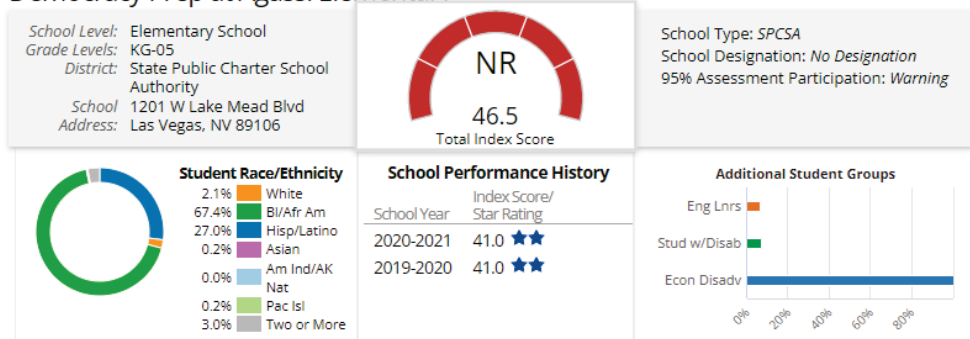
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Democracy Prep at Agassi Elementary

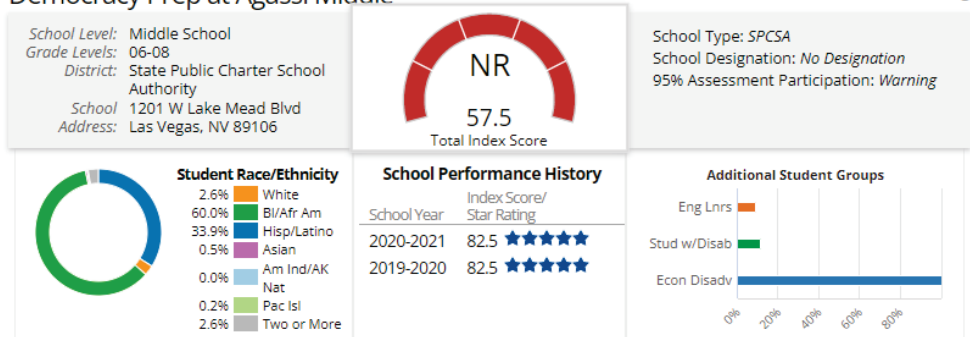
School Year 2021-2022 Nevada School Rating



Middle School

Democracy Prep at Agassi Middle

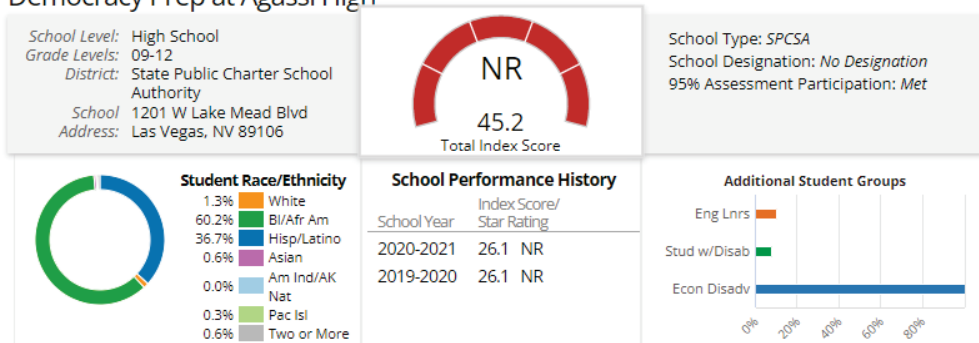
School Year 2021-2022 Nevada School Rating



High School

Democracy Prep at Agassi High

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	20.1	49.2	51.1				
American Indian/Alaska Native	-	28.5	37.6				
Asian	-	72.8	70.4				
Black/African American	18.3	30.3	35.7				
Hispanic/Latino	20.7	37.9	42.7				
Pacific Islander	-	47.2	50.9				
Two or More Races	-	55.6	57.5				
White/Caucasian	-	60.7	61.3				
Special Education	13.1	26.3	32.1				
English Learners Current + Former	25.5	34.9	39				
English Learners Current	31.1	25.5					
Economically Disadvantaged	17.5	35.6	42				

ELA Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	34.2	55.4	59.2				
American Indian/Alaska Native	-	40.8	45.4				
Asian	-	74.9	76.7				
Black/African American	30.7	39.8	45.4				
Hispanic/Latino	40.0	45.1	50.8				
Pacific Islander	-	53.7	60				
Two or More Races	-	61.5	66.2				
White/Caucasian	-	65.5	69				
Special Education	13.1	25.5	33.5				
English Learners Current + Former	35.0	37.4	44.4				
English Learners Current	31.8	24.4					
Economically Disadvantaged	33.2	42.8	49.4				

Middle School

Math Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	18.5	36.5	39.7				
American Indian/Alaska Native	-	36.3	31.9				
Asian	-	62.7	60.6				
Black/African American	14.5	18.2	27.3				
Hispanic/Latino	23.4	26.4	32.8				
Pacific Islander	-	28.3	40.1				
Two or More Races	-	41.8	43.6				
White/Caucasian	-	48.1	49.8				
Special Education	10.5	9.7	22.7				
English Learners Current + Former	21.0	20.1	24.2				
English Learners Current	6.1	7.6					
Economically Disadvantaged	14.5	23.9	32.7				

ELA Proficient							
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	31.1	57.3	56.4				
American Indian/Alaska Native	-	53.7	46.3				
Asian	-	79.0	77.1				
Black/African American	25.4	41.1	40.9				
Hispanic/Latino	37.5	48.2	47.9				
Pacific Islander	-	53.3	55.5				
Two or More Races	-	64.6	63.2				
White/Caucasian	-	67.2	68				
Special Education	10.5	18.0	25.8				
English Learners Current + Former	32.3	38.8	28.1				
English Learners Current	9.2	16.7					
Economically Disadvantaged	28.6	45.9	47.1				

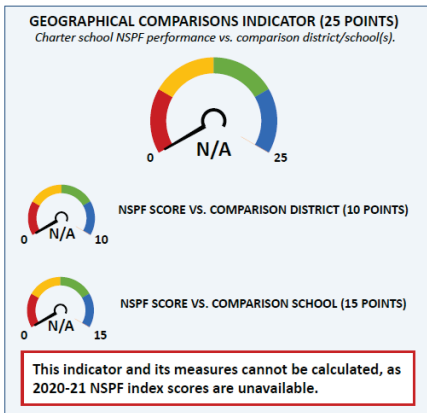
High School

ELA Proficient					ELA Proficient Points Earned: 4.5/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	43.7	54.3	51.11				
American Indian/Alaska Native	-	-	39.92				
Asian	-	78.7	66.85				
Black/African American	50.0	40.6	34.82				
Hispanic/Latino	33.3	42.3	39.67				
Pacific Islander	-	35.8	51.31				
Two or More Races	-	60.5	60.16				
White/Caucasian	-	65.7	64.14				
Special Education	-	16.5	19.92				
English Learners Current + Former	-	12.5	21.64				
English Learners Current	-	9.2	15.98				
Economically Disadvantaged	44.6	43.4	40.77				

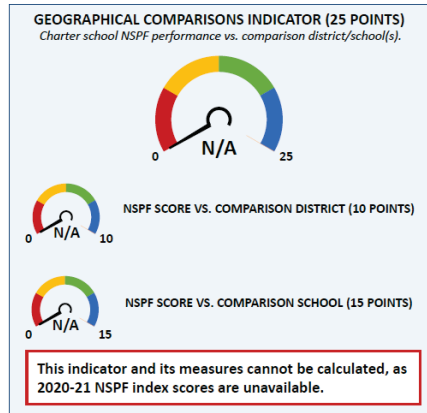
Math Proficient					Math Proficient Points Earned: 1.5/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP	
All Students	10.2	25.2	36.19				
American Indian/Alaska Native	-	-	26.96				
Asian	-	55.1	52.76				
Black/African American	11.1	10.2	22.5				
Hispanic/Latino	<5	14.2	26.78				
Pacific Islander	-	23.0	32.8				
Two or More Races	-	31.9	40.11				
White/Caucasian	-	33.8	47.04				
Special Education	-	6.6	16.76				
English Learners Current + Former	-	<5	18.8				
English Learners Current	-	<5	16.04				
Economically Disadvantaged	10.4	14.6	27.8				

SPCSA Academic Performance Framework² Geographic Comparison Report

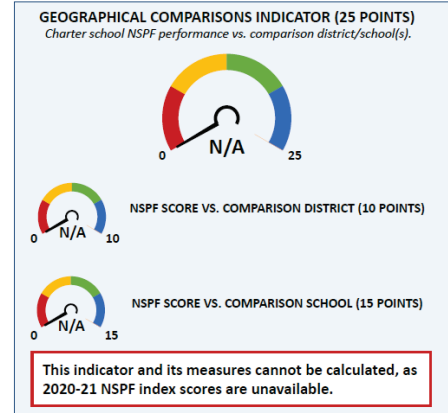
Elementary School



Middle School

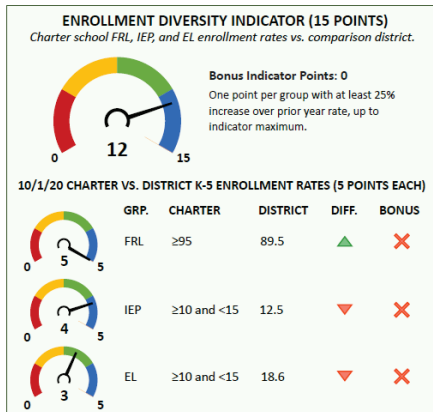


High School

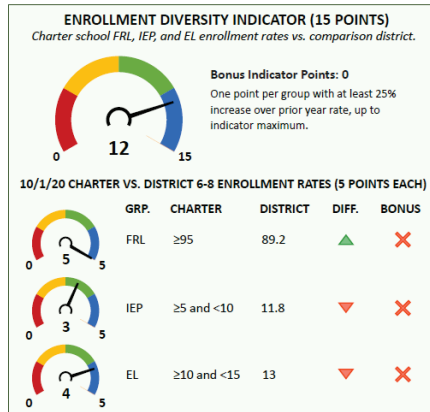


SPCSA Academic Performance Framework Diversity Comparison Results

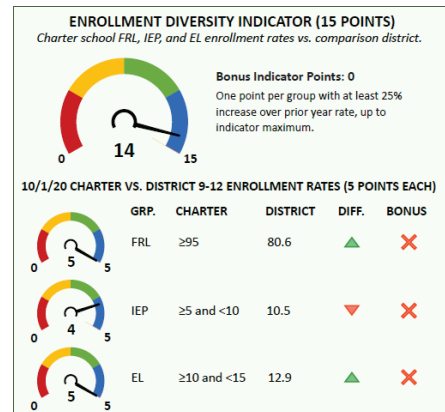
Elementary School



Middle School



High School



² Because the Quest site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	8	30 minutes
Students	10	30 minutes
School Leadership	11	30 minutes
Staff	12	30 minutes

Governing Board³:

- The governing board reported they meet monthly. One board member stated, “The board meetings are recorded and uploaded to the DPAC website”. Leadership reported there are ten board members, and the charter includes a maximum capacity of 25 board members. The governing board shared they have an academic, finance, and community engagement committees.
- The governing board shared various types of reports presented at board meetings. Members of the board stated, “The regional superintendent provides reports. The regional superintendent provides updates on enrollment and achievement data every other month. Additionally, academic progress, academic scores, behavioral concerns, lesson plans, professional development, campus activities, and community and/or extra-curricular activities are also provided. The network also provides updates on strategic programming. Highlights from other charts across the network are included every month. We receive a localized update and a monthly network-wide report.”
- Board members in the focus group shared areas of opportunity for improvement from their perspective. One board member stated, “I would like to see a multi-tiered system to support students with targeted interventions and monitoring progress over time. We can explore how to serve our most vulnerable students. We could benefit from the utilization of Board Wise⁴ for training to become aware of officer responsibilities. We want to make sure we know our role as a board. It would be nice to help the board stay connected to the school in a practical way, so the school understands our role and we understand how the school works.”

³ Three members of the ten-member board participated. Quorum was not met, and Open Meeting Law was not violated.

⁴ Board Wise provides solutions, tools, education, research, late-breaking news, and advisory support in corporate governance available for governance needs around the globe.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

- Families in the focus group explained how they are kept up to date about the progress their child is making in each subject. Several parents reported the school utilizes emails, Infinite Campus⁵, text, and phone to keep families up to date on student progress, events, and weekly information. One parent said, “We build relationships with the teachers, and they will call us as needed.” Families reported they are satisfied with this level of communication from the school.
- Several families in the focus group session agreed that DPAC makes them feel welcome. One parent said, “The school community takes care of one another.” Another parent shared “I was homeless, and couldn’t get uniforms, shoes, or glasses for my child. The school reached out and helped. It was not my blood family that helped me. It was my son’s school family.” Several families reported that parents look out for each other’s children.
- Several parents felt students could be challenged a bit more academically but realize it’s still early in the year. Families stated, “Covid set our kids back. Teachers are doing what they can to catch our kids up.” Another parent said, “We still need time to see about the academics. I want my child to be able to compete globally.”

Students:

- Students in the focus group reported they have several opportunities to participate in student-led activities, such as presenting on a topic, participating in a group discussion, solving an equation on the board, and explaining their thinking. One student said, “We did a court trial on Christopher Columbus. We all got a chance to present our argument.” Another student shared, “We respond to questions provided by the teacher, and we build upon each other responses.”
- Students shared reasons they like attending DPAC. One student said, “DPAC helped me learn that it is okay to leave your past behind. I feel that DPAC has given me an opportunity a new opportunity. The staff holds us accountable. Not like militant or prison but structured in a caring way.” Another student said, “DPAC helps us grow. I came from a different school environment that wasn’t as good. DPAC helped me to be a better person.” A third student said, “DPAC helped me learn how to dream. I messed up at my old school and got behind. I am doing so much better now thanks to DPAC.”
- Students shared ways their teacher provides additional support if they are struggling with reading or math. Students reported that teachers will review the content again if necessary. Several students explained their teachers provide small groups and one-on-one support. One student said, “My teacher asked me about my learning style, such as

⁵ Infinite Campus is a comprehensive, Web-based K-12 student information system (SIS) with real-time access to administration, instruction, communication, curriculum, reporting, and more.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

visual, hands- on, or auditory.

Leadership:

- Leadership reported ways the school has improved in the last year. Leadership members stated, “There’s a big focus on academics and alignment. We horizontally and vertically align the standards from kindergarten to grade twelve.” One leadership member said, “We’re also focusing on collaboration and communication. Faculty and student morale are raised from last year.” Leadership shared they are working to engage parents to be involved partners in their child’s education by implementing an onboarding program for families called parent university. Leadership explained, “An expectation as part of applying to DPAC is all parents are expected to attend at least one parent university session. Parents will go through an onboarding process to learn more about the school.”
- Leadership reported plans to ensure all testing requirements are made for students. Leadership stated, “We identified all testing requirements and placed them on the calendar. Everything builds toward those dates. We have moved testing to the academic side and not just the operations side.”
- Members of leadership shared plans to avoid timeliness issues regarding submitting reports on time to the SPCSA. Leadership members stated, “We’ve created an internal compliance tracker, which is shared with our CMO and key stakeholders. This has helped us organizationally. We are in a better position to make sure that we submit everything on time. The regional superintendent has check-ins with DPAC’s CMO weekly. The regional superintendent also has bi-weekly meetings to discuss finance. We now have a set cycle and system to make sure we are ahead of deadlines. The DPAC network provides continuous support. The regional superintendent communicates with all stakeholders to make sure DPAC is in alignment with compliance. Ultimately, we are responsible for timely submissions. There is a stronger sense of collective responsibility to complete submissions and organizational needs.”
- Leadership communicated how DPAC uses Elementary and Secondary School Emergency Relief (ESSER) funding⁶ to help students with their academic proficiency recovery and continued progress. Leadership members explained, “Outside of supporting technology efforts with being a 1:1 laptop school, fully funded after-school program, and extra personnel, all funds are spent on either personnel, technology, or academics.”
- Leadership discussed how the school is budgeting to continue to operate in a fiscally healthy manner when the ESSER funds expire in 2024-25. Leadership explained, “We added 150 students, and we have a wait list of 350 students. We are looking at how to

⁶ The American Rescue Plan (ARP) Act awarded funds in Elementary and Secondary School Emergency Relief (ESSER) funding for education to Nevada. Information on funding allocations to local education agencies (LEAs, referring to the 17 county school districts and the State Public Charter School Authority) can be found on the [K-12 Federal Relief Funding webpage](#).

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

maximize staffing, so all staff is with kids. We are maximizing resources to obtain grants, as there is a push for Career Technical Education (CTE)⁷. We obtained a \$350,000 grant over three years for CTE.

- Leadership explained ways they are taking a holistic approach to meeting the needs of students academically, behaviorally, and social-emotionally. Leadership reported they are working with teachers to analyze student academic data weekly. Leadership members explained, “Trends are looked at for overall trends and then drilled down for individual classes/content. We use data to determine PD. We look at academic and cultural data.”
- Leadership reported they are in and out of classes and observe behaviors in the classroom. DPAC’s goal is to reduce suspensions by 50%. Leadership explained, “We look at attendance and implement restorative practices with families and the student. The school has a dean of culture. Anytime a student has a serious infraction they meet with the principal to reset the tone and attitude. We have six social workers on staff and five coaches. We have partnered with Blessings in a Backpack⁸. Additionally, we have a food pantry, a clothes closet, a washer and dryer, and hygiene products. We have grocery vouchers- partnered with United Movement Organized Kindness⁹. We have a scholar resource room that students can treat it like a small shopping center. Hot food is provided for breakfast, lunch, dinner, and snacks. This year, we have a new food vendor called SLA management from Baton Rouge, Louisiana. SLA management provides pre-packaged meals for the athletic community as well.”

Staff:

- Staff members shared ways they have implemented feedback from leadership regarding lesson plans to adjust their instruction. Several staff members explained how they work with school administrators and adjust their assessments based on the conversations with admin. One staff member said, “I am streamlining my focus of instruction. We’re changing from mostly lecturing to activities that involve the students.” Another staff member explained, “The feedback from admin is more of a dialogue and supportive as a coach, not punitive.”
- Several staff members shared how things are progressing this school year. Middle school staff expressed challenges with using the new i-Ready¹⁰ curriculum. Several staff explained they are getting acclimated to using the diagnostics data to assess student achievement needs. Staff reported that academic staff provides targeted instruction to students. Middle school staff shared they are struggling with classroom management

⁷ Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

⁸ Blessings in a Backpack is a non-profit organization that feeds school children in the United States who currently are fed during the week on the federally funded Free and Reduced Meal Program and are at risk of going hungry on the weekends.

⁹ United Movement operates a distribution center in Las Vegas that provides low-income families and individuals in our community a way to obtain everyday necessities such as household items, cleaning supplies, baby products, and personal hygiene needs with respect and dignity.

¹⁰ i-Ready Personalized Instruction provides students with lessons based on their individual skill levels and needs, so your student can learn at a pace that is just right for them.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

and getting student buy-in for i-Ready. One staff member shared, “Students can come after school for tutoring and many students come after school to use the computers or ask for help on an assignment. However, not many students are coming for targeted tutoring.”

- Staff members reflected on some of the changes that has been made this year. Staff reported that it feels like DPAC is headed in the right direction. Staff members shared they feel heard. One staff member shared, “We asked for shorter school days because 4:30 pm is too long. Dr. Nash, the regional superintendent, agreed and shortened the day!” Another staff member said, “I asked for more small group time and Dr. Nash made it happen.” One staff member said, “I asked for more autonomy to personalize our lessons to meet the needs of our students, and Dr. Nash implemented more time.” Another staff member communicated, “I’ve been here for 7 years. We’ve noticed a change in the scholars we have here on campus. Our scholars are coming in lower academically with opportunity gaps. We don’t know if it is due to the pandemic. When you are already in poverty, where do you drop to? It has been challenging to meet the needs of our most vulnerable student groups.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 53 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	Total: 9	Total: 34	Total: 8	Total: 0	Total: 2
Establishing a Culture for Learning	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
	Total: 10	Total: 28	Total: 11	Total: 1	Total: 3

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 9	Total: 38	Total: 3	Total: 0	Total: 3
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 9	Total: 33	Total: 7	Total: 0	Total: 4
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 5	Total: 28	Total: 9	Total: 0	Total: 11
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 5	Total: 28	Total: 5	Total: 0	Total: 15

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 28	Total: 11	Total: 1	Total: 3
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 33	Total: 7	Total: 0	Total: 10

Additional information about the classroom observations shared here when applicable:

1. In one elementary classroom, students completed i-Ready assignments on laptops. The teacher worked with a small group and provided targeted interventions on phonics and phonemic awareness.
2. In one elementary classroom, students participated in phonological awareness as a whole class. The teacher called on individual students to name the letter that makes the sound.
3. In one upper elementary classroom, students solved mathematical problems individually and then explained to their shoulder partner how they solved the problem and their thinking. The teacher walked around the room, checking student work and engagement. Once students had an opportunity to speak with their shoulder partner, students demonstrated their work on the whiteboard. The teacher then asked the whole class if they arrived at the same answer or if they had a different answer. If a different solution was found, a discussion occurred with students explaining their logic and problem-solving skills.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Democracy Prep offers a college preparatory learning environment focused on civic engagement, active citizenship, and academic programming for colleges of choice. DPAC provides tier 1 curriculum for k-12 scholars, supported by progress monitoring and tutoring. A tiered response to intervention system has been implemented to ensure scholars are mastering the standards and provided support where gaps may exist.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	The Board of Directors (i) review and approve all basic policies for the school to see that they are consistent with the purposes of the school, (ii) approves the budgets for the School, (iii) are responsible for the oversight of the school's use of public and private funds.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout

	<ul style="list-style-type: none"> • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.
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Measures of Progress from Previous Site Evaluations

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

<p>Summary of strong recommendations from most recent site evaluation</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • SPCSA staff recommend Democracy Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. <p>Strong Recommendations:</p> <ul style="list-style-type: none"> • Elementary school staff become more purposeful and intentional with in-person instructional best practices. • Establish a clearly defined formative assessment process to generate powerful learning outcomes. • Make the pacing of the lesson such that they a) are grade and age-appropriate, b) include differentiated instructional approaches, and c) intellectually engage all students. • Provide focused professional development opportunities for teachers on current student performance data, so teachers utilize the data when making curricular and instructional decisions to meet student learning needs in a culturally responsive manner for academic growth.
<p>School assessment of progress made against recommendations and evidence provided, or reasons the school believes additional time may be necessary to fully address past recommendations.</p>	<ul style="list-style-type: none"> • Through the realignment of teachers and hiring of additional instructional staff, leadership is able to stabilize our retention and development of teachers. A strategic PD plan was developed based on teacher strengths and areas of growth, along with student data. Additional PD opportunities have been provided and are available through our various academic and curricular partnerships. • A clear assessment calendar has been created to allow for diagnostic testing with three additional benchmarks. Leadership shared, "We are utilizing MAP and i-Ready data at the K-8 Level and CERT (ACT) and IXL at the 9-12 level. Switching from trimesters to quarters will allow for DPAC to be more aligned to meet index scores to move from two to five stars." • DPAC will continue with the rollout and implementation of the current curriculum at the k-8 level to include Into Reading and Eureka Math2 and I AM Math. DPAC provided extensive training with the curriculum to include lesson

	<p>planning and internalization and instructional delivery of the material. Leadership reported, “We are still working on the overall pacing of the curriculum as part of the continuous improvement process.”</p> <ul style="list-style-type: none"> • In addition to PD provided by DPAC and curriculum vendors, a comprehensive PD plan for the year has been created. Leadership reported, “This plan will be fluid and adjusted based on assessment data and observation feedback tools. Our Master Schedule was designed to allow for embedded PD for both grade level as well as content.”
SPCSA staff assessment based upon findings during site evaluation	<p>Strong recommendations from the 2021- 2022 Site Evaluation have been addressed. The board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- DPAC serves a representative student population. According to the SPCSA's student enrollment data for the 2022-2023 school year, over 95% of enrolled students qualify for free or reduced-price lunch. This is well above the SPCSA average. Additionally, the school serves a representative number of students qualifying for special education services, and students qualifying for English language services and support.
- SPCSA site evaluators observed DPAC to have a strong school culture. Students, families, and staff reported they are happy at DPAC. Teachers and students displayed positive relationships within classrooms and in common areas. Several students reported that DPAC has changed their lives. Families shared that DPAC staff is always there for them and that this was particularly true during the ongoing COVID-19 pandemic. Staff described DPAC as a family who truly wants to help each other improve.
- SPCSA site evaluators observed DPAC's schoolwide support for teachers as a strength. DPAC has an elevated focus on assisting teachers to become more purposeful and intentional with their teaching. Leadership reported teachers were provided with professional development to support them in closing opportunity gaps. Staff shared that leadership provides consistent feedback regarding their lesson plans and instruction.

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.

- Middle school staff shared challenges with being in its first year of implementing the i-Ready curriculum. Staff shared that the i-Ready curriculum includes small group and targeted instruction, which is a change from the previous curriculum. Several middle school teaching staff reported they have challenges with implementing the small group and targeted instruction portion of the i-Ready curriculum during the instructional block. SPCSA evaluators observed several middle school teachers mostly providing teacher-led instruction and receiving limited participation and engagement from students.
- The aftermath of the pandemic continues to affect DPAC academically, behaviorally, and social-emotionally. School leadership reported they continue to work on closing opportunity gaps due to learning loss. SPCSA evaluators observed challenges with classroom management and regressive social-emotional skills. SPCSA staff recognizes the ongoing challenges and difficulties presented by the pandemic.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Team members and DPAC leadership agreed to meet at the end of the 22-23 school year to follow up on evidence regarding the listed recommendations below.

- It is recommended that DPAC consider amending its bylaws to decrease its governing board from 25 to a smaller, more manageable number. During the board focus group, participating members shared that the DPAC bylaws allow for up to 25 members of the full governing board despite only having 10 current members. It was not clear why this was the case, and further, it is not clear that a 25-member board can efficiently execute its responsibilities. Nearly all SPCSA-sponsored schools have between five and nine board seats, and SPCSA staff believes a board with seven or nine members allows a school to adequately conduct oversight while executing on its fiduciary responsibilities. SPCSA staff would be happy to work with the DPAC board as it examines its bylaws and considers a significantly lower number of board seats.
- SPCSA staff recommend Democracy Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. SPCSA staff would be happy to work with the school should it be interested in pursuing this additional support.
- As communicated to DPAC in recent conversations, deductions occurred under the school's FY22 framework due to a failure by the school to administer required assessments. While the school has been directed to develop a board-approved remediation plan, SPCSA staff recommends that the school prioritize attendance at monthly technical assistance calls to ensure that DPAC administers all required assessments during the 2022 – 2023 school year. Calls usually occur monthly and all school-level accountability and assessment coordinators are invited. Regular attendance will help DPAC stay up to date with state testing requirements and ensure that any questions are addressed in a timely manner.
- SPCSA evaluators recommend that DPAC continue to develop and refine an internal plan to ensure timely reporting for required documents and submissions. As communicated to the school earlier in the fall, approximately 58% of reports were submitted on time during FY22. The SPCSA has confidence that with a clear plan and supported delegation, this number can improve during the current fiscal year. A plan may benefit from calendaring deadlines, meeting with stakeholders regarding these deadlines, and connecting with SPCSA staff as needed should questions arise.
- Continue to implement a clearly defined formative assessment process to generate powerful learning outcomes. The site evaluation team collected evidence during the site evaluation that DPAC, particularly its elementary program, has established this process but it remains in the early stages. The school should continue to prioritize clear learning targets and criteria for student success, improve the use and frequency of feedback to students, and foster student goal setting as an integral part of classroom practice.
- Elementary school staff was observed to be more purposeful and intentional with in-person instructional best practices. This represents improvement from the prior past recommendation.

For example, SPCSA site evaluators observed intentional and purposeful differentiated instruction in most elementary classrooms. Small group instruction and one-on-one targeted interventions were observed by SPCSA site evaluators. DPAC should continue to take steps to foster improvement in the delivery of instruction, particularly for the elementary school which for the 2021 – 2022 school year earned an index score of 46.5, which is the equivalent of a 2-star rating.

- Continue to provide focused professional development opportunities for teachers on current student performance data so teachers utilize the data when making curricular and instructional decisions to meet student learning needs in a culturally responsive manner for academic growth. DPAC faculty should continue to familiarize themselves with the curricula and standards alignment across grade-level bands. DPAC may wish to continue providing professional development time in which teachers can align the curriculum, creating a curriculum map for each grade level and subject area. Faculty can then refer to the other grade-level curriculum maps to set learning goals.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for DPAC during this site evaluation. The SPCSA evaluation team noted progress in several areas compared to the previous site evaluation, and several of the previous strong recommendations are noted in the recommendations section to help monitor continued progress.

DEFICIENCIES

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



Nevada State Public Charter School Authority

Democracy Prep at the Agassi Campus Site Evaluation Report: February 25, 2025

State Public Charter School Authority
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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation.

Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

High graduation rates

One strength of Democracy Prep at the Agassi Campus is the high school's four-year graduation rate of 91%, compared to the district average of 83%. This strong number of students graduating has earned the school 30/30 points on the Nevada School Performance Framework¹ (NSPF) for the 2023-24 school year.

Middle school English language indicator

In middle school, Democracy Prep at the Agassi Campus achieved a nine out of ten points on the English language indicator on the NSPF, demonstrating a high level of English language development among English language learner students, which is another strength. The middle school's Adequate Growth Percentile² (AGP) stands at 33%, well above the district average. This performance shows a supportive learning environment that propels student success in English language acquisition.

Clean and beautiful campus

Another strength of Democracy Prep at the Agassi Campus is its clean and beautiful campus. The well-maintained buildings, neatly landscaped grounds, and vibrant murals create a welcoming and inspiring environment for students. The classrooms provide a comfortable space for learning. Additionally, the school takes pride in keeping hallways and common areas spotless, ensuring a pleasant atmosphere for everyone.

Diversity in special populations

Democracy Prep at the Agassi Campus has a richly diverse student body, which includes a wide range of special populations. These special populations include free and reduced lunch (FRL), Students with Individual Education Plans (IEP), and English language learners (EL). SPCSA's 2023-24 Academic Performance Report³ includes a section entitled the Enrollment Diversity Indicator, which allows for a maximum of 15 points. The Democracy Prep at the Agassi Campus Elementary school report indicates 13 out of 15 points, which breaks into five out of five for the FRL rate, four out of five for the IEP rate, and three out of five for the EL rate. At the Democracy Prep at the Agassi Campus Middle School, the report indicates 12 out of 15 possible points,

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

² Adequate Growth Percentile is a criterion-referenced measure that compares a student's Standardized Growth Percentile (SGP) against the percentile needed to become proficient or stay proficient on the state assessment or WIDA (World-class Instructional Design and Assessment) for English language (EL) learners. Regarding EL learners, AGPs are used to track their progress towards English proficiency within five years.

³ SPCSA Academic Performance Framework report. Nevada law requires charter school sponsors to use an Academic Performance Framework. In this framework, schools earn points for performance, which are totaled to a final score and rating.

which break into five out of five for the FRL, four out of five for the IEP, and three out of five for the EL populations.

Small groups in elementary school

Another notable strength of Democracy Prep at the Agassi Campus, as observed by the SPCSA staff, is the well-structured small group instruction in the elementary school. Lessons were carefully planned, allowing students to engage with grade-level texts while productively grappling with their content. Teachers facilitated learning by posing thoughtful questions that encouraged the use of academic vocabulary and enhanced comprehension. Students were highly engaged, actively expressing their ideas and participating in meaningful discussions with their teachers and peers. It was evident to SPCSA staff that teachers have been coached and trained in a well-planned lesson format.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Finding and retaining highly qualified teachers

A challenge for Democracy Prep at the Agassi Campus is attracting and retaining fully licensed educators. As the chart below indicates, a significant portion of the staff holds a substitute teaching license. Teachers who are fully licensed usually use effective teaching strategies and classroom management skills and have subject-matter expertise, allowing them to provide higher-quality instruction.

Democracy Prep at the Agassi Campus	Full Licensed	Substitute Licensed
Elementary School	23%	77%
Middle School	43%	57%
High School	17%	83%

Downward academic trends in elementary, middle, and high school

Another challenge is the declining academic performance of k-12 students, as evidenced by the NSPF data. In elementary school, the rating fell from two stars in the 2022-23 school year to one star in the 2023-24 school year, a 16-point drop in the index score. Similarly, the middle school experienced a 19-point decrease in its index score, resulting in a reduction from a three-star to a two-star rating. The high school also saw a seven-point decline, placing it at a three-star rating and nearing a two-star level.

Chronic absenteeism

Another challenge for Democracy Prep at the Agassi Campus is the extremely high chronic absenteeism rates in elementary, middle, and high school, with rates of 49%, 38%, and 42% of students considered chronically absent, respectively. Chronic absenteeism significantly disrupts student learning and overall school engagement. Students miss school regularly fall behind in essential lessons and skills, leading to persistent academic gaps. This pattern undermines individual academic performance and diminishes students' motivation and confidence.

Low student engagement

A final challenge for Democracy Prep at the Agassi Campus is the low level of student engagement in whole-group settings. As observed by the SPCSA team, this issue is reflected in fractured relationships between students and teachers, frequent disruptions to classroom instruction due to a lack of support with student behavior, and interruptions caused by non-instructional tasks. For instance, on the day of the site evaluation, the SPCSA staff observed 37 classrooms. In measuring student engagement in the learning process, 49% of the classrooms (page 23 of this report) observed were rated as approaching, and seven percent were rated as unsatisfactory. Indicators for the approaching category include students' engagement with the content, which was largely passive; the learning consists primarily of facts or procedures, not

encouraging higher-order thinking. An indicator of the unsatisfactory category was that few students were intellectually engaged in the lesson, or the lesson dragged on or appeared rushed. Collectively, these factors hinder the smooth flow of learning and can significantly impact the overall educational environment.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Lack of consistent leadership and building leadership capacity

SPCSA staff recommend establishing greater consistency in school leadership, particularly in light of the high turnover experienced over the past few school years at Democracy Prep at the Agassi Campus. According to SPCSA team observations and information from focus groups, the frequent leadership changes have disrupted continuity, making maintaining a unified vision and stable environment difficult. A more consistent leadership structure is vital for fostering improved instructional quality, consistent communication, and better support for students and teachers. In addition, building leadership capacity within the school is essential for ensuring long-term school success. By enhancing strategic planning, communication, and instructional leadership skills, school leaders can better support professional development among staff, reduce turnover, and create a stable, innovative environment that responds effectively to changing educational demands.

Ensure instruction is aligned to the rigor of the Nevada Academic Content Standards for each grade level

Although Democracy Prep at the Agassi Campus follows a designated curriculum, the Nevada Academic Content Standards⁴ (NVACS) emphasize that instruction should be guided by the standards rather than the curriculum. According to the SPCSA site evaluation team, some classrooms did not meet the rigor outlined in the NVACS. For instance, in a fifth-grade classroom, students were observed learning to identify characters, settings, and the beginning, middle, and end of a text. However, the NVACS for fifth grade requires students to go deeper by comparing and contrasting two or more characters, settings, or events in a story or drama while using specific details from the text for support. This misalignment suggests a need for instructional adjustments to ensure students engage in grade-appropriate, standards-based learning. Addressing this gap could involve professional development for teachers, curriculum modifications, or enhanced instructional support through an instructional coach or administrative team member to better align classroom instruction with NVACS rigor and expectations.

Parental representation on the governing board

SPCSA staff recommend adding a parent member to the board at Democracy Prep at the Agassi Campus, as it is required in Nevada Statute NRS 388A.320 under “membership and qualifications,” which states, “The governing body of a charter school must consist of one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.” Including a parent representative will provide invaluable insights and ensure family perspectives are integrated into decision-making. This addition would enhance

⁴ The Nevada Academic Content Standards (NVACS) are a set of clearly defined learning targets for each grade level in grades K-12.

community engagement and reinforce the school's commitment to addressing the diverse needs of students and families throughout the Democracy Prep at the Agassi Campus school system.

Site Evaluation Findings: Strong Recommendations

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

Per the Site Evaluation Handbook, Democracy Prep at the Agassi Campus will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA, to address each of the strong recommendations listed below. The SPCSA and the school will work together to review and monitor the plan until the strong recommendation requirements have been fully implemented and sufficient evidence has been provided that the Strong Recommendations have been fully satisfied.

Improve index scores in elementary, middle, and high school

It is strongly recommended that Democracy Prep at the Agassi Campus focus on improving index scores and star ratings in its elementary, middle, and high schools, as current student learning and achievement levels fall well below expectations. The school received a Notice of Breach from the SPCSA Board at the SPCSA Board meeting on November 15, 2024, for academic performance for the 2023–2024 school year. Observations from the SPCSA site evaluation revealed that high-quality instruction is lacking in several classrooms, and Tier 1⁵ instruction is not leading to acceptable levels of academic achievement. Significant opportunity gaps persist, with the elementary school scoring only four out of twenty points on the indicator and the middle school scoring five out of twenty, as referenced by the NSPF. Additionally, pooled proficiency in middle school is just 23.7%, earning only three out of twenty-five points on the NSPF, compared to the district rate of 47.3%. In high school, there is a pressing need to improve proficiency rates in math and science, as only 8.8% of students are proficient in math and 10.5% in science, compared to district rates of 24.1% and 23.6%, respectively. Addressing these gaps through stronger instructional practices and targeted academic interventions is critical to enhancing student outcomes and overall school performance.

Develop a communication plan

It is strongly recommended that Democracy Prep at the Agassi Campus implement a structured and detailed communication plan that ensures clear, consistent, and timely communication among staff, parents, and students. Feedback from the parent focus group revealed dissatisfaction with current communication procedures. One parent expressed frustration, stating, “There is a big lack of communication. There is almost no follow-up when we have a concern. There is no response to emails, and escalation to the administration does not work.” Staff members shared similar concerns, noting that blanket statements are made to staff, undermining morale. Some suggestions to enhance communication include implementing two-way communication through monthly meetings with staff, parents, and student representatives and regular surveys and

⁵ Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

feedback forms to gather input and address concerns. Additionally, creating a weekly newsletter will help keep stakeholders informed, while a clear communication flowchart can improve internal coordination among staff. More suggestions include ensuring that staff feedback is personalized and utilizing one or two streamlined communication platforms for families which will further support effective and efficient communication.

Refine school-wide systems and structures of tiered support for behavior

To create a more supportive and student-centered environment, the SPCSA strongly recommended that Democracy Prep at the Agassi Campus refine its multi-tiered system of behavioral support to prioritize proactive interventions and restorative practices. Previous site evaluation reports by the State Public Charter School Authority from the 2021-22 and 2022-23 school years recommended improvements in school-wide systems and structures for tiered behavioral support. Reducing the emphasis on compliance-based participation will encourage student engagement through meaningful, intrinsic motivation rather than mere rule adherence. Additionally, fostering a culture of respect through explicit instruction on respectful dialogue, conflict resolution, and positive reinforcement strategies will contribute to a more inclusive and constructive school climate. Regular professional development for staff, clear behavioral expectations, and ongoing monitoring of these initiatives will help ensure sustainable progress in these areas.

Site Evaluation Findings: Deficiencies

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

Per the Site Evaluation Handbook, the Democracy Prep at the Agassi Campus will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA to address the deficiency listed below. The SPCSA and the school will work together to review and monitor the plan until the deficiency requirements have been fully implemented and sufficient evidence has been provided that the deficiency has been fully satisfied.

Decrease chronic absenteeism rates

Context	<p>A. Per the Charter School Contract between the State Public Charter School Authority and Democracy Prep at the Agassi Campus which was fully executed on 7/1/2020 the consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School Authority and Democracy Prep at the Agassi Campus executed on 7/1/2020 Part 2: School Operations: Student Recruitment, Enrollment, and Attendance: The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).</p>
Condition	<p>According to the original contract executed on 7/1/2020, Democracy Prep at the Agassi Campus has committed to (1) Per truancy law in Nevada, it is required by schools to take responsibility for addressing truancy, (2) per the school's mission, "Democracy Prep at the Agassi Campus is committed to educating responsible citizen-scholars for success in the college of their choice and a life of active citizenship."</p> <p>At this time, the levels of chronically absent students and, in turn, achievement at Democracy Prep at the Agassi Campus fall well below expectations.</p> <ul style="list-style-type: none"> Regular attendees: miss five or fewer days a year (less than one day per month) At-risk attendees: miss five percent to nine percent of school (about nine days a year, or one to two days per month) Chronically absent attendees: miss ten percent or more of school (about 18 days a year; more than two days per month)

	<ul style="list-style-type: none">Severely chronically absent: miss 20% or more days of school (about 36 days a year; more than four days per month).																												
Causes	<p>Democracy Prep at the Agassi Campus students are not attending school regularly. Chronic absenteeism rates must be improved. School leaders and staff are strongly encouraged to improve chronic absenteeism rates because the rates are significantly above the SPCSA average at the elementary, middle, and high school levels. “Chronic absenteeism significantly impacts a variety of student outcomes including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline” (e.g. Balfanz & Byrnes, 2018; Gottfried, 2017).</p>																												
Effect	<p>The most recent Nevada School Rating Report for the 2023-24 school year, as posted by the Nevada Department of Education in September 2024, indicates:</p> <ul style="list-style-type: none">Elementary: An overall chronic absenteeism rate of 49.9%.Middle: An overall chronic absenteeism rate of 38%.High: An overall chronic absenteeism rate of 42.6%. <p>Significant increases in chronic absenteeism rates between the 2022-2023 school year and the 2023- 2024 school year at each level took place, as seen in the table below. Thus, the school received a Notice of Breach from the SPCSA Board at the SPCSA Board meeting on November 15, 2024, for academic performance for the 2023–2024 school year.</p> <table><tr><th>Year</th><th>School Level</th><th>Chronic Absenteeism %</th><th>SPCSA Average</th></tr><tr><td>2022-23</td><td>Elementary</td><td>36.7%</td><td>22.9%</td></tr><tr><td>2023-24</td><td>Elementary</td><td>49.9%</td><td>20.7%</td></tr><tr><td>2022-23</td><td>Middle</td><td>46.3%</td><td>18.8%</td></tr><tr><td>2023-24</td><td>Middle</td><td>38.4%</td><td>15.8%</td></tr><tr><td>2022-23</td><td>High</td><td>23.5%</td><td>19.6%</td></tr><tr><td>2023-24</td><td>High</td><td>42.6%</td><td>19.9%</td></tr></table>	Year	School Level	Chronic Absenteeism %	SPCSA Average	2022-23	Elementary	36.7%	22.9%	2023-24	Elementary	49.9%	20.7%	2022-23	Middle	46.3%	18.8%	2023-24	Middle	38.4%	15.8%	2022-23	High	23.5%	19.6%	2023-24	High	42.6%	19.9%
Year	School Level	Chronic Absenteeism %	SPCSA Average																										
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<p>Deficiency Finding</p>	<p>Democracy Prep at the Agassi Campus is expected to have interventions and systems in place to decrease chronic absenteeism rates. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, “The Measure for the Student Engagement Indicator for schools is Chronic Absenteeism. Research shows that reducing chronic absenteeism is critical to improving student achievement. A chronically absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences.”</p> <p>As Democracy Prep at the Agassi Campus considers ways to immediately increase student academic skills and growth gains, the governing board and leadership may want to emphasize the following areas:</p> <ul style="list-style-type: none"> • Cultivate a schoolwide culture of attendance • Use chronic absence data to determine the need for additional supports • Develop staff capacity to adopt effective attendance practice • Advocate for resources and policies to improve attendance <p>A school with chronic absenteeism rates above 10% requires improvement, including an urgent need to address areas significantly below standard. The school must submit an improvement plan that identifies support and strategies tailored to indicators that are below standard within four weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with school leadership, and provide feedback to the school. The site evaluation team and the school leadership will agree upon the action plan, including the documented steps and accompanying timeline.</p>
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Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁶	3
Family Members, Parents, and Guardians	7
Faculty and Staff	10
School Leadership	6
Students	16

⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three Democracy Prep at the Agassi Campus Governing Board members met virtually on the day of the site evaluation and participated in the focus group. The board brings diverse expertise, including an educator from a nearby school district, a former Democracy Prep at the Agassi Campus Las Vegas teacher with institutional knowledge from both Democracy Prep at the Agassi Campus and Teach for America⁷, and professionals with human resources experience. Legal expertise is represented by an attorney and another member with a legislative background from serving on the City Council⁸ for the Board of Las Vegas. The board also benefits from financial expertise from the banking sector, experience in local children's nonprofits, special education, and fundraising efforts at UNLV⁹. One board member said, "While we are actively searching for parent representation to join our team, the board meets monthly and establishes committees in finance, governance, development, and academics."

The Democracy Prep at the Agassi Campus board defines its role as one of evolving guidance and responsive oversight. They have learned to leverage the insights provided by the CMO¹⁰ while continually refining their approach as they develop a stronger understanding of their goals. One board member remarked on the positive transition, noting that increased engagement through thoughtful questioning is helping the board focus on what is best for students at Democracy Prep at the Agassi Campus. Another member emphasized that the focus has shifted to addressing the needs of the community, students, and parents. A clear example of this change occurred during a recent board meeting when the board critically evaluated a CMO proposal to shut down high school operations. They amplified the community's voice by asking probing questions about planning and process, ultimately rejecting the recommendation and prompting the CMO to revise it.

The board attributes the low performance on the NSPF in elementary, middle, and high school primarily to inconsistent teaching practices. One board member explained that frequent teacher turnover and limited coaching have led to a shortage of strong educators. "Implementing stronger coaching systems, particularly focusing on Tier 1 instruction, along with Tier 2 and Tier 3¹¹ interventions when needed is essential." While the board at Democracy Prep at the Agassi Campus said there is confidence that rigorous planning and enhanced coaching can drive improvement, they insist on seeing clear evidence of progress; otherwise, "they will be forced to make tough decisions to halt this trend."

When asked about the school's top strengths, board members at Democracy Prep at the Agassi Campus highlighted resilience and the strength of community ties. One member emphasized that despite challenges, teachers consistently demonstrate resilience through their day-to-day commitment to students. Another stated, "The students and families are the school's greatest asset, continuously seeking innovative educational opportunities." Additionally, board members articulated that the surrounding

⁷ Teach For America is a nonprofit organization that recruits and trains leaders to teach for at least two years in low-income schools. The organization aims to confront educational inequity and create a nation free from any injustice.

⁸ Las Vegas City Council is a municipal body having legislative and administrative powers, such as passing ordinances and appropriating funds.

⁹ UNLV stands for University of Nevada, Las Vegas.

¹⁰ CMO stands for charter management organization, providing services such as centralized support, operations oversight, human resources, and more.

¹¹ Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavioral goals. If students do not respond to Tier 2 interventions, they receive Tier 3 interventions.

community plays a crucial role by actively supporting student success and contributing valuable resources to enrich the school's culture.

Focus Group Summary: Family Members, Parents, and Guardians

One of the concerns families at Democracy Prep at the Agassi Campus communicated during the focus group is the chronic shortage of permanent teachers. Due to difficulties in hiring, the school relies heavily on substitutes, according to parents, resulting in inconsistent instruction and significant gaps in the curriculum. One parent said, “I was unaware my child was missing a regular teacher for months. I asked my child to search online for the necessary material because I could not help.” In high school, the lack of teachers has also been challenging. For instance, in geometry, according to parents, one teacher was stretched across multiple classes, leading to concerns that the following year's curriculum in the class would fall further behind.

Parents raised concerns about communication across all levels of Democracy Prep at the Agassi Campus on the day of the site evaluation. One parent with children in elementary, middle, and high school noted that while communication in elementary school is good, the middle and high school levels face significant challenges. Some parents at Democracy Prep at the Agassi Campus expressed frustration over obtaining timely updates on their child’s academic and disciplinary status. One parent indicated, “Follow-up emails and calls often go unanswered; even escalating issues to a principal reveals a significant disconnect.” Parents said progress reports are not updated promptly, and high school communication “seems to depend” solely on individual teachers. The prolonged downtime of Infinite Campus¹² at the start of the school year further compounded these issues, highlighting a systemic problem in keeping parents adequately informed of their child’s progress.

Parents shared several reasons for choosing Democracy Prep at the Agassi Campus. They said they value the K-12 system's simplicity, offering a single drop-off and pick-up point, and dependability before care, which gives them confidence in their children's safety. At the high school level, one parent commented, “The exceptional ACT¹³ preparation program stands out, as well as significant scholarship opportunities for graduates of Democracy Prep at the Agassi Campus.” Additionally, parents mentioned that the naming of the classrooms after college reinforces a strong culture of college readiness, which they said is deeply ingrained in the students.

¹² Infinite Campus is a K12 information technology platform that provides web-based student data management systems to school districts.

¹³ ACT stands for American College Testing, a standardized test used by colleges and universities to determine students’ knowledge levels.

Focus Group Summary: Faculty and Staff

Staff members reported staff morale at Democracy Prep at the Agassi Campus as inconsistent. While staff members support each other, they “often feel disconnected from leadership, which tends to provide vague, blanket statements rather than addressing concerns individually with staff members.” In elementary school, there is positivity among staff. Still, according to staff, leadership’s miscommunication creates confusion, leading to concerns about possibly being written up by the administration and negative implications for various issues. One staff member reported, “A lack of clarity and feedback from leadership leaves us guessing about expectations, with inconsistent follow-through on verifying tasks and enforcing consequences.” Staff members expressed that leadership’s approach varies. Another staff member indicated, “At times, leadership addresses issues directly, while at other times, they expect staff to hold each other accountable.” Another staff member added, “For instance, during the Black History Project, parents inquired whether the project was mandatory or if there was a rubric, but we could not provide answers because the leadership had promised to follow up and then sent the flyer without clarifying the information.”

A majority of the staff members at Democracy Prep at the Agassi Campus expressed their belief in the school’s potential and its focus on preparing students for post-secondary plans, emphasizing the passion of the families and students they serve as a motivation for improvement.

High school staff reported that they receive consistent instructional coaching, which helps those staff members improve such things as lesson pacing and rigor for their lessons.

Another concern of staff members at Democracy Prep at the Agassi Campus is the frequent turnover in leadership, which, according to staff, has resulted in minimal support and inconsistent expectations, compounded by low attendance and limited parent participation. Staff members expressed concern about extra duties that take time away from their primary role in teaching content, highlighting the need for additional aides or the restructuring of responsibilities among staff. Moreover, some staff members mentioned the special education department struggles with insufficient resources, as some student behaviors become particularly severe.

Focus Group Summary: School Leadership

Six school leaders in the focus group identified several root causes for the drop in index scores across elementary, middle, and high school. At the elementary and middle school levels, key factors included losing teachers mid-year, the pacing of lessons, and students not being adequately exposed to the content. According to leadership, some teachers were not fully prepared for lessons. For middle school, other contributing factors were teacher preparedness, chronic absenteeism, and the need to address learning gaps. One leader on the team at Democracy Prep at the Agassi Campus emphasized, “It is important to collect data, remediate where needed, and implement daily intervention classes in English language arts and math.” Leadership transitions, particularly with the regional superintendent's role and a lack of senior leadership capacity, also played a role. Leaders said, “A swift and tight response to data was initially lacking, but strategies at both the teacher and administrative levels have made adjustments.”

Leaders at Democracy Prep at the Agassi Campus stated that the behavior management system is a major challenge for the school. The current approach uses a tiered merit and demerit system, which is tied to a points-based reward structure tracked through the dean’s list, which families can access. For example, there was an incident where a teacher sent a student out of class for not wanting to change his seat. According to leadership, the student should not have been sent out of class for this minor infraction. In response to situations like these happening more frequently, the school held teacher focus groups to review the discipline process. In addition, leadership stated, “Deans actively coach teachers on effective discipline strategies.” One leader added, “Our campus is supported by a dedicated team of social workers, including two full-time and one part-time specialist. They focus on targeted groups, allowing any student experiencing challenges to check in and receive support.” According to leadership, these professionals work closely with families, collaborate with community resources, and hold one-on-one meetings with students who need extra help.

To reduce chronic absenteeism across elementary, middle, and high schools, Democracy Prep at the Agassi Campus has implemented some changes, according to leadership. Attendance records are pulled daily from Infinite Campus to identify absent students, and follow-up phone calls are made to encourage their return. Families receive timely information and face-to-face meetings to emphasize the importance of regular attendance, including proper procedures for handling doctor's notes. Democracy Prep at the Agassi Campus also offers incentives for consistent attendance and has provided targeted training to support at-risk individuals. Recognizing transportation challenges due to long commutes, the school also offers bus pass options. Leadership stated that daily attendance tracking through MyEducationData¹⁴ has shown a slight improvement in absenteeism rates this year.

¹⁴ MyEducationData is a website with detailed information for families regarding student data.

Focus Group Summary: Students

On the evaluation day, 16 students participated in the focus group for Democracy Prep at the Agassi Campus. When asked about recent exciting topics they are learning, students shared a range of subjects they had explored. A student indicated that he studied the three economic systems in economics, analyzing how each system functions and impacts societies. Another student mentioned that in government, they learned about different governance systems, including the roles of the three branches, executive power, and the system of checks and balances designed to prevent any branch from becoming too powerful. Another student commented, "We discussed the U.S. Constitution, its foundational principles, key amendments, and how these amendments shape citizens' rights and responsibilities."

Chronic absenteeism is a big concern across Democracy Prep at the Agassi Campus. Some obstacles that students indicated prevent them from attending school regularly, including traffic delays, personal responsibilities, and difficulty waking up on time. Additionally, many students expressed that they do not receive a phone call notifying them or their families when they miss school. Instead, the school primarily communicates absences through email, which some students feel is ineffective in ensuring accountability and follow-up.

When asked about feeling physically and emotionally safe at Democracy Prep at the Agassi Campus, many students vocalized concerns. One student said, "No, I don't feel emotionally or physically safe because kids get into fights both in and outside of class, and they also threaten each other. Teachers try to stop it, but it doesn't work sometimes." Another student shared, "I don't feel safe here, especially with all the lockdown drills, and sometimes people are crying." However, not all responses were negative. One student mentioned, "I feel safe. The teachers here are friendly, and the kids are generally cordial. I did get into a scuffle in eighth grade, but it wasn't a big issue." Some students noted that their teachers try to manage arguments, saying, "In my class, the kids argue, but the teachers stop it." Others mentioned how they cope by talking to their parents, while one student pointed out that he doesn't have a staff member he feels comfortable talking to. One mentioned that they would go to "maybe one teacher," while another said they would turn to "a couple of teachers and one staff member." A third student noted they would not approach a teacher but instead would reach out to "a handful of staff members."

Students highlighted strengths of Democracy Prep at the Agassi Campus, including the variety of sports offered, such as football and basketball, and the ACT prep opportunities. They also mentioned the availability of scholarships for senior students to further their education as a significant positive aspect of the school.

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, 9 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 14	TOTAL: 20	TOTAL: 2	TOTAL: 1
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 15	TOTAL: 19	TOTAL: 2	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, 9 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 13	TOTAL: 15	TOTAL: 6	TOTAL: 2
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 6	TOTAL: 19	TOTAL: 3	TOTAL: 9

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, 9 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 11	TOTAL: 18	TOTAL: 7	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 11	TOTAL: 18	TOTAL: 4	TOTAL: 4

Classroom Observations and Additional Comments

In an upper elementary classroom, students worked independently on iReady¹⁵ while the teacher led a small group in reading a grade-level-appropriate book. The small-group students took turns reading and listening to one another. However, the teacher's instruction was interrupted three times within a 15-minute period. Additionally, about half of the students working on iReady were not actively engaged in their learning.

The teacher in one classroom carried around a list of students making mistakes, not following along. She stopped the learning process, turned to the student and yelled, "You just added your name to my list. You are not even on the right page." Then the teacher began instruction again. She then stopped and yelled "You are not even listening."

In a middle school ELA classroom, students referred to chapter 15 of Harper Lee's *To Kill a Mockingbird*. The teacher played an audiobook while the students followed along with their text. The teacher's explanations of content were purely procedural, without indicating how students can think strategically. Student engagement with the content was largely passive.

Students were reading poems from their textbooks and answering related questions on their computers. As they worked, one student walked around the classroom, reading a poem aloud. One of the questions asked students to identify their favorite poem and explain why they chose it. Students were either working independently or in pairs. The teacher engaged them by asking probing questions to encourage deeper thinking. A completed assignment was displayed in which students identified the characters, setting, and the beginning, middle, and end of a story. However, this task did not align with the rigor of fifth-grade NVACS for reading literature.

In an upper elementary classroom, there was one teacher and 25 students. The teacher was walking students through a practice CRT¹⁶ question. The teacher was doing the talking, the reading, and the writing. Some students look at the books, others at the computer. One student was asleep.

In an upper elementary classroom, there were 29 students, one teacher, and another adult reminding students to be quiet and work on iReady. This other adult also selected one child to read with and provided him with support. The second adult in the classroom spoke in an unpleasant voice to students and raised her voice to correct students which disrupted the class and the learning.

Students began a lesson on adjacent angles, vertical angles, triangles, and prisms by writing down the definitions, diagrams, and notes to obtain a baseline understanding as a framework for beginning geometry. The teacher explained this to the students. As the teacher read each definition, she asked the students to repeat what she said. She also had students write a short summary of the formal definition. Students were engaged and followed along.

In a middle school math class, students entered the classroom as the teacher greeted them and introduced the lesson's objectives, which included recognizing the importance of state testing and learning how to use a CRT equation tool editor effectively. The teacher then presented a short video on inverse operations to reinforce the importance and purpose of state testing, followed by a review of why state

¹⁵ iReady is a computer- adaptive program for English language arts and math with personalized learning pathways.

¹⁶ CRT stands for Criterion-referenced tests. These assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards

testing is required. The teacher mentioned the importance of doing well on the test because the middle school is currently rated as a two-star school. The teacher then had students log onto their Google¹⁷ slides to follow along as she demonstrated the e-direct platform and portal. There were approximately 26 students, and the teacher primarily used direct instruction to present the information. There was little student discourse and minimal checks for student understanding.

In a primary grade classroom, the teacher and students were discussing the theme of a recent story they read. As part of the discussion, the teacher asked, "What should you do if you have a hard time with your assignments?" The class consisted of 27 students and two adults. The teacher introduced the vocabulary word perseverance, explaining that it means pushing oneself to overcome challenges. She then encouraged student engagement by asking, "Can I see you push hard?" The teacher incorporated movement to help keep students engaged.

Students sat passively as the teacher continually told them to 'be quiet,' 'sit still,' 'behave,' or 'I can make your life miserable,' or 'I don't have to put up with you.' Student body language showed they were uncomfortable, and their eyes gazed at the ground, yet the adult insisted, "look at me when I am talking to you, because you will not disrespect me." The focus on behavior and compliance superseded any conversation about academics. There was no discussion or mention of academics. The unilateral speech between the adult in the room and the students was about compliant behavior and silence.

Students participated in a structured, guided reading group, where they read a text independently while the teacher listened in and provided quiet guidance. The teacher also offered verbal praise to students working on iReady, encouraging positive behavior. To support comprehension, the teacher asked simple questions and required students to respond in complete sentences. Students were highly motivated to complete the task.

Students were engaged in summarizing how to complete writing mathematical computations correctly and procedurally. One student volunteered to read the passage aloud from the handout packet; students were encouraged to underline or write marginal notes in their own words, short phrases or key words of certain lines. After the students completed the reading, the class was provided time to write their summary as the teacher walked the room, checking for understanding and providing words of encouragement. Once students completed the summary, the class moved to the next summary. Once all the summaries were completed, students turned them in for a grade. It was unclear if students used these summaries to assist them as study guides, as part of references when they complete independent work, or how this task assists them outside of completing it and turning it in.

¹⁷ Google is a popular search engine to find information.

Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Consider amending bylaws to decrease the governing board to a smaller, more manageable number (25 members in 2022).	Democracy Prep at the Agassi Campus amended the bylaws, so they now have a limit of 13 members.	SPCSA staff find that Democracy Prep at the Agassi Campus has met this recommendation with satisfactory progress.
Pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.	Democracy Prep at the Agassi Campus has implemented an RTI process.	The SPCSA recommends that Democracy Prep at the Agassi Campus implement a Multi-Tiered System of Support (MTSS) Framework. Additionally, the SPCSA encourages the school to pursue options available through the SPCSA or opportunities the school's stakeholders believe will enhance the development of a comprehensive framework to support the diverse needs of its students. SPCSA staff have recommended Democracy Prep implement MTSS through the SPCSA at no cost to the school for the 2021-2022, 2022-23, 2023-24, and 2024-25 site evaluations. SPCSA staff made recommendations on each of those site evaluation reports.
Prioritize attendance at monthly technical assistance calls to ensure that DPAC administers all required assessments during the 2022 – 2023 school year.	Democracy Prep at the Agassi Campus has 90% or better participation in all mandated assessment participation.	SPCSA staff find that Democracy Prep at the Agassi Campus has met this recommendation with satisfactory progress.
Increase timely submission of required documents to the SPCSA.	Democracy Prep at the Agassi Campus currently has 100% of its documents submitted, with 87% of those on time.	SPCSA staff find that Democracy Prep at the Agassi Campus has met this recommendation with satisfactory progress.

Continue to implement a formative assessment process, clear learning targets, feedback to students, and student goal setting.	Teachers use Turn and Talks, Think-Pair-Shares, student self-assessments, quizzes, notes on student work, rubrics, checklists, exemplars, exit tickets, and success criteria to give real-time feedback to students.	Based on classroom observations on the day of the evaluation, the SPCSA staff finds that Democracy Prep at the Agassi Campus has not met this recommendation.
Improvement in delivery of instruction, especially in ES.	Teachers understand lesson implementation and internalization on a deeper level and are working on their pacing.	Based on classroom observations on the day of the evaluation, the SPCSA staff finds that Democracy Prep at the Agassi Campus has not met this recommendation with satisfactory progress.
Continue to provide professional development on data-based decision-making for all staff.	Staff participate in weekly professional development every Wednesday.	SPCSA staff find that Democracy Prep at the Agassi Campus has met this recommendation with satisfactory progress.

Operational Compliance Checks

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

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix E: SPCSA Financial Performance Framework Results for
2020–21, 2021–22, 2022–23, and 2023–24



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.

Democracy Prep

Address: 1201 W. Lake Mead Blvd, Las Vegas, NV 89106
Website: <http://dpac.democracyprep.org/>
Enrollment: 1098
Grades Served: K-12

2020-21

Meets the Standard

2019-20

Meets the Standard

<p>1. CURRENT RATIO</p> <p>Meets Standard</p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p>Does Not Meet Standard</p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive</p>	<p>3. ENROLLMENT VARIANCE</p> <p>-</p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p>Meets Standard</p> <p>Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL</p> <p>Meets Standard</p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p>Meets Standard</p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

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

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☒ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori School
- ☐ Somerset Academy of Las Vegas



**Nevada State Public
Charter School
Authority**

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.

2021-22 Fiscal Year: Financial Performance Framework

Democracy Prep

Address: 1201 W Lake Mead Blvd, Las Vegas, NV 89106
Website: <https://dpac.democracyprep.org/>
Enrollment: 1147
Grades Served: K-12

2021-22

2020-21


Notice of Concern
Meets the Standard

1. CURRENT RATIO Does Not Meet Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Does Not Meet Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Not Rated Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Does Not Meet Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Does Not Meet Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☒ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Eagle Schools of Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Cactus Park
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate

 Nevada State Public Charter School Authority 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.		2022-23 Fiscal Year: Financial Performance Framework	
Democracy Prep Address: 1201 W Lake Mead Blvd, Las Vegas, NV 89106 Website: https://dpac.democracyprep.org/ Enrollment: 1278 Grades Served: K-12		2022-23 <div>Notice of Concern</div>	2021-22 <div>Meets the Standard</div>
1. CURRENT RATIO Falls Far Below Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Falls Far Below Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Falls Far Below Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Does Not Meet Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Name

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career & Collegiate Acade..
- ☐ Coral Academy of Science
- ☒ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy of Las Vegas
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools - Cactus Park Elementary
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate Public Charter School



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.

2023-24 Fiscal Year: Financial Performance Framework

Democracy Prep

Address: 1201 W. Lake Mead Blvd, Las Vegas, NV 89106
Website: <http://dpac.democracyprep.org/>
Enrollment: 1205
Grades Served: KG - 12

2023-24

2022-23

Meets the Standard

Notice of Concern

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Does Not Meet Standard

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Does Not Meet Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix F: SPCSA Financial Performance Framework Notices of Concern



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

May 31, 2023

Democracy Prep
Board Chair Dr. Morgan
School Leader Dr. Nash
1201 W. Lake Mead Blvd
Las Vegas, NV 89106

Re: Final FY22 Financial Performance Ratings and Notice of Concern

Dear Dr. Morgan and Dr. Nash:

As you know, preliminary Financial Performance Framework results were provided to you on December 23, 2022. These results were formally adopted by the State Public Charter School Authority (SPCSA) on May 19, 2023, thus finalizing your school's Financial Performance Framework ratings for the 2021-22 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA also issued a Notice of Concern to Democracy Prep under the Financial Performance Framework and directed Democracy Prep to develop a financial performance improvement plan in collaboration with SPCSA staff. A written report on progress to date in implementing this plan is to be submitted to SPCSA staff no later than June 23, 2023.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Democracy Prep's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Additionally, and as discussed with Ms. White prior to the SPCSA Board meeting on May 19, 2023, the issuance of the Notice of Concern would be considered by the SPCSA staff should the

school remain interested in pursuing expansion. This was reiterated during discussion at the public board meeting on May 19. Historically, schools operating under a Notice of Concern or within the SPCSA intervention ladder generally are not recommended for approval by SPCSA staff to the Authority. Given this recent Notice, SPSCA staff recommends the school prioritize improving its financial standing in the months ahead.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school, the ramifications this action has on expansion efforts as well as next steps in order to meet the June 23, 2023, deadline. SPCSA staff can be available as early as June 5, 2023.

Please confirm receipt of this email and provide 2-3 dates and times that may work for this initial conversation.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,



Michael Gawthrop-Hutchins

Management Analyst III, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE22

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Mike Dang, Manager, Financial & Organizational Performance Frameworks State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Danny Peltier, Management Analyst III, State Public Charter School Authority
Molly Burkhardt, Management Analyst II, State Public Charter School Authority
Natasha Trivers, Chief Executive Officer, Democracy Prep
Claire Chaney, Sr. Director of Accountability and Operations, Democracy Prep
Jackie White, Controller, Democracy Prep



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

March 18, 2024

Democracy Prep
Board Chair Mr. Adam Johnson
1201 W. Lake Mead Blvd
Las Vegas, NV 89106

Re: Final FY23 Financial Performance Ratings and Notice of Concern

Dear Mr. Johnson:

As you are aware, the SPCSA Board voted to maintain the existing Notice of Concern for Democracy Prep under the Financial Performance Framework and directed Democracy Prep to develop a financial performance improvement plan in collaboration with SPCSA staff.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Democracy Prep's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under [NRS 388A.330](#).

Democracy Prep's financial performance improvement plan should contain the following:

- A narrative that explains how and why the school is in its current financial position AND what steps the school plans to take to meet standards on the framework metrics.
- A financial forecast for the next five years or the remainder of your charter contract, whichever is greater. The forecast should include reasonable enrollment projections and indicate when the school anticipates meeting standards on the framework metrics.
- 12-month cash flow statement, including enrollment based on the spring 2023 enrollment cycle, revenue, expenses, and resulting operating cash flow.

The financial performance improvement plan is to be submitted to SPCSA staff via Epicenter no later than **April 19, 2024**. SPCSA staff will review the school's financial performance improvement plan and reach out directly to discuss any ongoing concerns.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,



Melissa Mackedon

Executive Director, State Public Charter School Authority

cc: Shandrea Daniel, Principal, Democracy Prep
Natasha Trivers, Chief Executive Officer, Democracy Prep Public Schools
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Mike Dang, Manager of Financial Performance, State Public Charter School Authority

Appendix G: SPCSA Organizational Performance Framework Results
for 2020–21, 2021–22, 2022–23, and 2023–24



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.

Democracy Prep

Address: 1201 W. Lake Mead Blvd, Las Vegas, NV 89106

Website: <http://dpac.democracyprep.org/>

Enrollment: 1098

Grades Served: K-12

2020-21

96.00

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

16 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational 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 measures charter school compliance with a variety 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.



2021-22 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.

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Career & Collegiate ..
- ☐ Coral Academy of Science
- ☒ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ..
- ☐ Elko Institute for Academic ..
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle ..
- ☐ Honors Academy of Literatur
- ☐ Imagine School at Mountain ..
- ☐ Leadership Academy of Nev..
- ☐ Learning Bridge Charter Sch..
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ..
- ☐ Nevada Connections Academ
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - ..
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy of Nevad
- ☐ Pinecrest Academy of North..
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori

Democracy Prep

Address: 1201 W. Lake Mead Blvd, Las Vegas, NV 89106
 Website: <http://dpac.democracyprep.org/>
 Enrollment: 1147
 Grades Served: K-12

2021-22

2020-21

94.00

Meets Standards

Meets
Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

17 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

17 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2022-23 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.

- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and C...
- ☐ Coral Academy of Science-L...
- ☒ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ...
- ☐ Elko Institute for Academic ...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literatur...
- ☐ Imagine School at Mountain ...
- ☐ Leadership Academy of Nev...
- ☐ Learning Bridge Charter Sch...
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ...
- ☐ Nevada Connections Academ...
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-M...
- ☐ Nevada Virtual Charter Scho...
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park ...
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of North...
- ☐ Quest Academy
- ☐ Sage Collegiate Public Chart...

Democracy Prep

Address: 1201 W. Lake Mead Blvd, Las Vegas, NV 89106
 Website: <http://dpac.democracyprep.org/>
 Enrollment: 1278
 Grades Served: K-12

2022-23

2021-22

Meets Standards

100.00

Meets
Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2023-24 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.

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and Coll...
- ☐ Coral Academy of Science-Las V...
- ☒ Democracy Prep Nevada
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Ne...
- ☐ Eagle Charter School
- ☐ Elko Institute for Academic Ach...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain V...
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional Schools
- ☐ Mater Academy
- ☐ Mater Academy of Northern N...
- ☐ Nevada Connections Academy
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-Mea...
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park Ele...
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern...

Democracy Prep Nevada

Address: 1201 W Lake Mead Blvd, Las Vegas, NV 89106

Website: <https://dpac.democracyprep.org/>

Enrollment: 1278

Grades Served: K-12

2023-24

2022-23

Meets Standard

94.00

Meets Standards

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

15

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

19

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.