



Nevada State Public Charter School Authority

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

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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 November 3, 2021, at Doral Academy of Northern Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

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

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

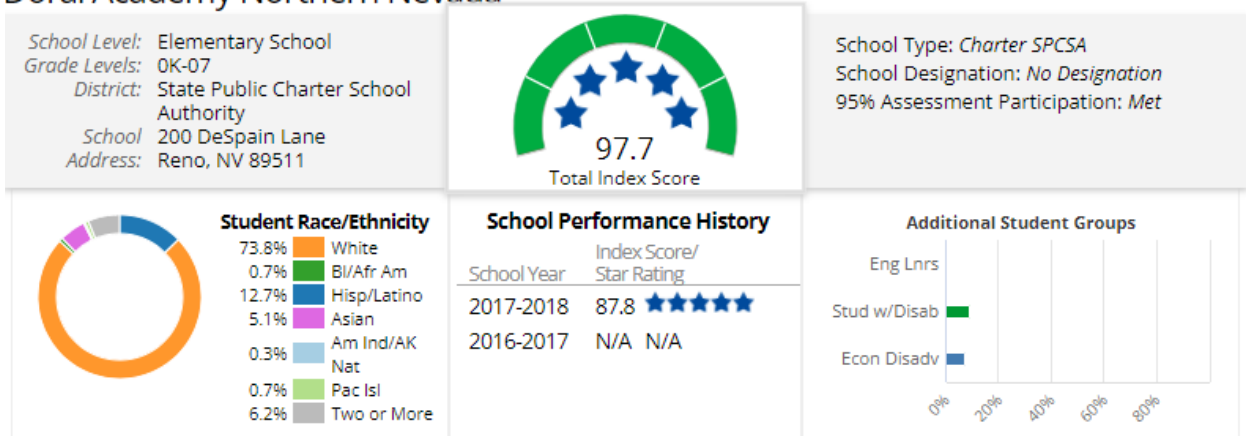
Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

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

Elementary School

Doral Academy Northern Nevada

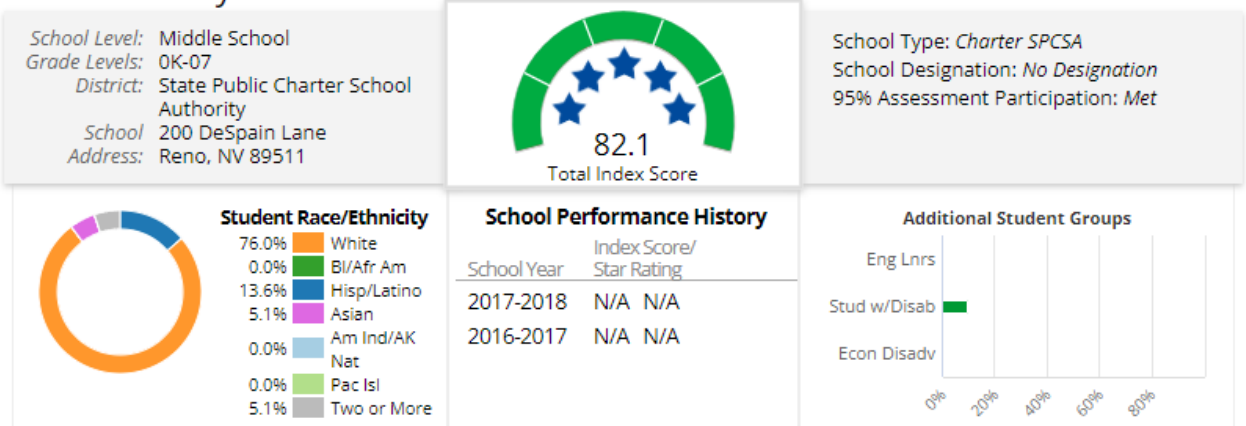
School Year 2018-2019 Nevada School Rating



Middle School

Doral Academy Northern Nevada

School Year 2018-2019 Nevada School Rating



Doral Academy Northern Nevada
Math and ELA Results
Nevada School Performance Framework
2019

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

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Doral Academy Northern Nevada
Math and ELA Results
Nevada School Performance Framework
2019

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

Proficiency Rates

Middle School

Math Proficient

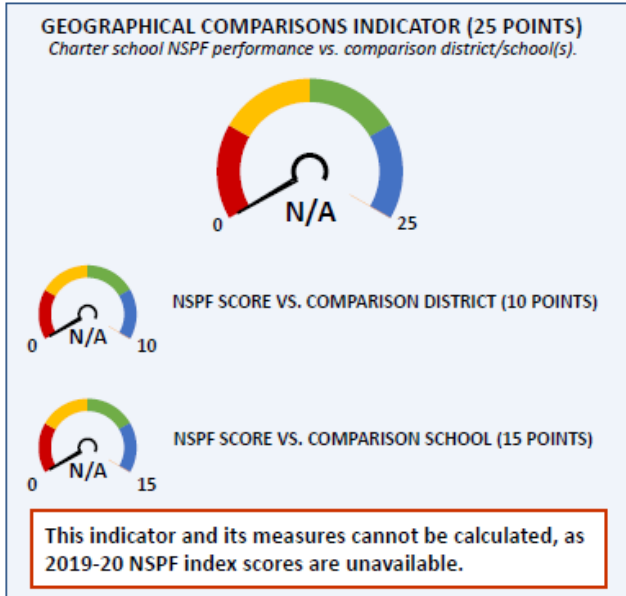
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	61.5	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	-	24.2	23.5			19.5
Hispanic/Latino	46.6	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two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

ELA Proficient

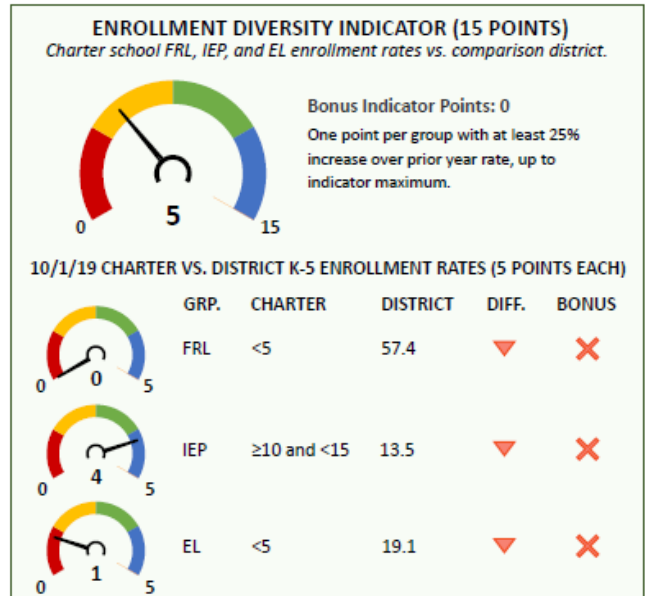
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.5	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	-	40.1	37.8			34.5
Hispanic/Latino	53.3	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two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

SPCSA Academic Performance Framework Geographic Comparison Report (2019)

Elementary School

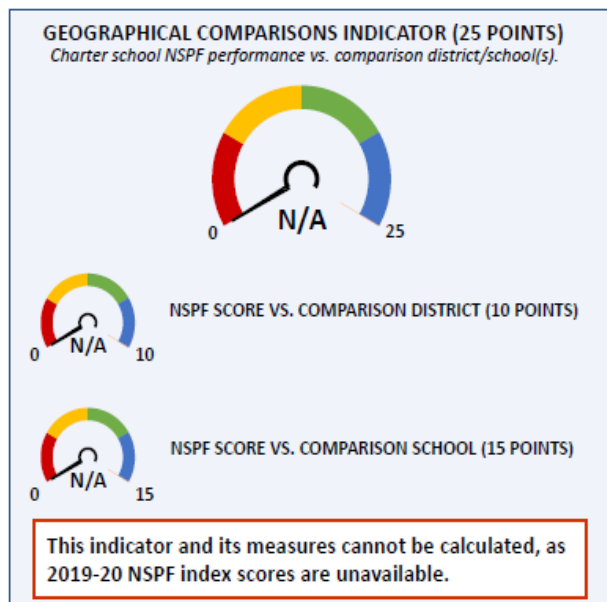


Middle School

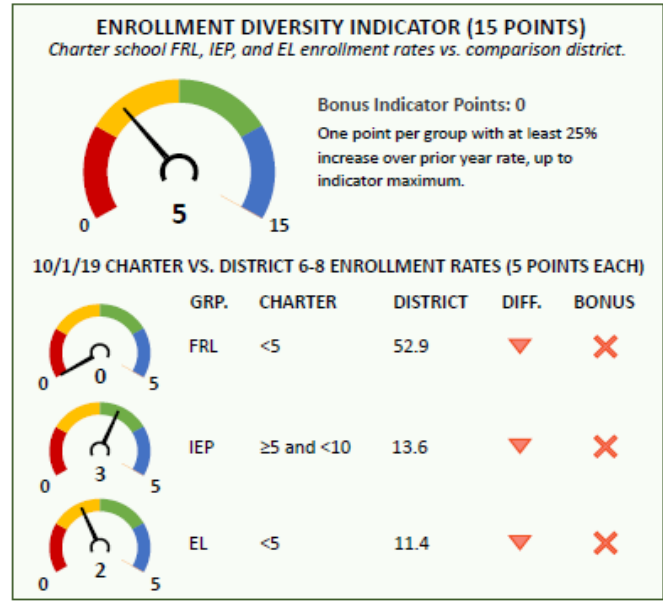


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board¹:

1. Board members shared that what is special about this school is that Doral Academy of Northern Nevada integrates the arts throughout the content and curriculum. Board members added that the school implements the *Leader in Me* program. *Leader in Me* is Franklin Covey's whole school transformation process, and board members shared that the program's focus is to teach 21st century leadership and life skills to students. One participant added, "Another important feature of the school is that students are well rounded citizens and community members. This is because they are exposed to arts, a buddy program, and multiple opportunities to help the community such as a recent Calder Fire Victim fund raiser."
2. According to the board members, the principal is evaluated annually. The process includes presenting measures of leadership results to the board at a public meeting. One board member said, "We use a rubric to evaluate the leader and our board chair ensures that each member of the board has an opportunity to provide feedback to the school leader."
3. The method by which the Doral Academy of Northern Nevada evaluates Academics Nevada was discussed during the board focus group, and members shared that they utilize a survey to complete this requirement. SPCSA staff acknowledged that there are likely more robust ways to complete this evaluation, and board members expressed an openness to reviewing the method by which this annual evaluation is conducted.
4. The board is kept up to date with academics at the school and receives a full presentation at least twice per year. The information shared with the board includes test results from i-Ready and MAP data. According to board members, a member from the Academics team shares information as well as identified opportunities for improvement.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members shared that the school's staff and leadership team provide their children high levels of quality instruction. One example shared by family members during the focus group was during the distance learning time during the previous 20-21 school year when the school counselor opened – up morning meetings with a positive story and a coping method. Focus group participants noted that the school has classroom meetings and provide students time to talk, which is extremely important right now as students return to school. One family member said, “The school leader has upped the academic level of the school and the learning continued to thrive, even during the COVID pandemic.”
2. Family members expressed their overall satisfied with communication between their homes and Doral Academy of Northern Nevada, stating that they love the online options, Facebook, and PTO meetings. Parents reported that the one communication system for grades K-8 is the same throughout each grade level and this makes it easy to follow. Parents did bring up that they would like to have more updates for their middle school students, noting however that they understand that the school staff is most likely trying to give the older students more independence to handle things on their own. One family member wondered if the school could think about providing some type of red flag system to alert parents when their middle schooler first begins to struggle.
3. The fact that the school responds to problems as they arise is appreciated by the families. Parents commented that they feel welcome at the school and that they are comfortable bringing up issues to the school staff should they arise. Parents said they are aware that the staff is constantly evaluating the social emotional needs of all the children at the school and the families are very thankful for this.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students were eager to share. They explained that they have been involved with several school projects. For example, one student said, “Last year there was an Egypt project.” Another student said that “In second grade last year, we did a Civil Rights project”. Other students shared that they did a science project where they created something that was helpful. One student remarked that, “I did a dog treat feeder and my mom helped me because last year we had a STEAM project, where you make the blueprint and make an invention that could solve a problem.” Students stated that they appreciate that their feedback is taken into consideration. For example, one teacher wanted to survey students on where they want to sit according to students. In another case, the teacher asked for input about ideas to make the class better. Students provided these examples as ways that they feel like their suggestions are considered.
2. According to students, the most important thing a teacher can do is help students learn, be kind, and respectful. One student remarked, “It is nice to talk to a teacher if I’m having a bad day. Most of the teachers are nice and can help you if someone is picking on you. I feel like the teachers teach us things we can use in real life. They help us express what we are feeling and help us get motivated.” When students were asked if they had any suggestions, one student said, “At recess it would be nice if there were more staff on the playground. This is because once there was a student was getting bullied, but now that a teacher knows about it, it has stopped. There are some problems and drama out on the playground including fights. Having more staff outside would help this not to take place.” Students shared that they believe there is a shortage of staff working at the Dragon’s Den which is an after- school program, and sometimes parents must call and call to pick up their child. Students suggested that the school provide additional teachers in the lunchroom during meals as a preventative measure as well. Other suggestions that students made included having a teacher give students another chance before making them sit outside because, “You should be able to express yourself more, like dying your hair, and maybe not wear the uniforms.” Students would like to have a few more opportunities throughout the year to go without a uniform. Students thought that the uniforms should have more color and be more comfortable.
3. Students talked about how their families are involved at the school. One student mentioned an open house, but that there are many donation opportunities to help families in need and there are many chances for this to take place. One student said that “There are things like blanket drive for homeless people, and my dad teaches at STEM academy at Galena, and he is involved here”. According to students, parents can apply to be a substitute teacher and be a classroom substitute for the day.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. School leaders were asked about the return to school this fall. Leaders said that teachers are delighted to be back, and that they have expressed having students in front of them five days a week makes teachers pleased and eager to move forward. Leaders added that there are challenges with the return to full-time, in-person instruction such as determining how to address the slide in academic achievement for some students from last year. One leader explained, “We are looking at holes in student learning that we can fill and are seeing growth already.”
2. Leaders shared that one instrumental part of a successful return to school this year has been in addressing the current mental health needs of students. Leaders reported that they have seen students with anxiety on numerous occasions and the school staff’s goal is to provide a multitude of supports to get students back into the classroom and learning. Leaders said that they have connected families with resources available within the Reno community as well. One of the Doral school leaders said, “We check in with students one-on-one if needed and we have a ‘lunch bunch’ and classroom guidance sessions. This year it is so important to get SEL each morning and this is for the entire school.”
3. One of the school leaders is conducting a book club for teachers. The group reads the book chapter by chapter and learns together. According to school leadership, this shared discussion has been important in that it allows staff to appreciate one another as well as cope with the social emotional challenges presented this year. The leadership team members said there is great energy from students and parents as the return to school has been something to celebrate. Families are so appreciative to be back and are already noticing positive impacts on their children, and school leaders reported that students are much happier.

Staff:

1. Staff members participating in the focus group said that there are several reasons a family would want their children to attend Doral Academy of Northern Nevada. Focus group participants explained that one of the unique features at the school is the arts integration and the social emotional character habits which are woven into the curriculum. One staff member commented, "Look at the hard work that has been accomplished here. Both the teachers and the families are looking for a school with something unique." Another participant added, "There is a much more challenging atmosphere here and our middle school has students enrolled in four core classes and four elective classes. Each semester the electives change." Some of the examples of the classes include several visual arts, Physical Education, Technology, Chemistry, and Biology as reported during the focus group.
2. The focus group members were asked to describe a few ways that they work together to meet the needs of all students at the school. Group members said that they meet each day for a PLC and the school's instructional coach attends their meetings one per week. One person said, "We have a school policy where every student belongs to every teacher. In addition, our administrative team has done a great job of pairing staff members with grade level teams that fit. We help each other with emotional support and if one of us needs a break, or someone to talk to, we are there for each other."
3. Staff was asked about the strengths and opportunities at the school. The staff agreed that there are many strengths including the curriculum, the staff's collaboration with individuals and dedication to only doing what is good for students, and the flexibility to decide as a team how to schedule time for meeting the needs of students. Teachers said they would like to see additional funding go toward support to help the teachers who instruct for the specials classes to be certified teachers. Additionally, staff noted that they would like more full-time specials teachers to work at the school to provide additional support to students. The staff also commented, "We need substitute teachers so bad, and I have to be pulled to teach elective classes at times. It would be great to have additional in-house substitute teachers."

CLASSROOM OBSERVATION TOTALS

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

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 11	Total: 16	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 8	Total: 19	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 11	Total: 16	Total: 0	Total: 0	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 13	Total: 14	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students,	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 16	Total: 10	Total: 0	Total: 0	Total: 1
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 8	Total: 16	Total: 0	Total: 0	Total: 3
B	Students assume responsibility for the participation of most students in the discussion.	Teacher assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 4	Total: 18	Total: 0	Total: 0	Total: 5

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 14	Total: 11	Total: 1	Total: 0	Total: 1
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 13	Total: 13	Total: 1	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 18	Total: 9	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 13	Total: 10	Total: 3	Total: 1	Total: 0

Additional information about the classroom observations shared here when applicable.

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

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

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

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

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

The 8 daily habits were prominently displayed in classrooms.

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

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</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>	<p>The school leader has provided the scope and sequence of select Math, ELA, and Science. These appear to be fully aligned and vetted to the NVACS. The school leader has shared that the educational program is consistent with the program proposed in the charter, including rigorous research-based curriculum taught with integrity, vertically and horizontally, a focus on rich literacy practices. A new data platform includes personal information about students. Social Emotional Learning Morning Meetings Permission to Feel, 8 Habits of Healthy Kids, Neuroscience Middle School daily curriculum Problem Based Learning are other ways the school meets the needs of students and is true to their program.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>DANN posts open positions on its website and Facebook ensuring that teachers are highly qualified and committed to continuous improvement. DANN offers tuition reimbursement programming to both certified teachers and those pursuing a teaching career. DANN supports a few teachers in the ARL program, ask that support staff obtain a substitute teaching license, which they are reimbursed. The school's Special Education and ELL handbooks are updated and routinely reviewed for accuracy.</p>

Measure	Description	Evidence Collected
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples:</p> <p>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>	<p>Once a student is qualified for an IEP, every teacher or instructional support person who works with the student is made privy to the accommodations included in the plan. Case Manager deliver the IEP and obtains signatures that teachers have read through it, and also codes in Infinite Campus. Core teachers maintain accommodation logs to track as well as in-class interventions for each student. All members of the IEP team discuss a student's present levels as well as information gathered through the MDT process. The team determines whether a push in or pull-out setting or combo would be most appropriate. Special education teachers track all minutes with a student in a service log and ask teachers to provide supporting evidence in the accommodation log. Special education teachers collect data and learning artifacts as well as assessments to write individual progress reports for each child based on their goals. These are sent home to parents with the general education report card.</p>
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>Students are monitored and identified through various programs including WIDA, NWEA-MAP, I-Ready.</p> <p>Teachers are trained, bringing academic language to life through teacher modeling, scaffolding, group practice, peer teaching, and content integration.</p> <p>EL student progress is monitored in multiple ways, specifically: Pictorial input displays, 10/2 Lecture, inquiry charts and sentence pattern charts.</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Regular meetings, compliance with open meeting law, developed comprehensive policies- Code of Ethics, Conflicts of Interest, Financial Policies and Procedures, Restorative Justice practices.</p>
4a	<p>The school protects the rights of all students.</p> <p>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.</p>	<p>Information presented indicated that DANN was the first Nevada charter school to implement a weighted lottery. Any student who qualifies for free or reduced lunch is given a 2.0 weight in the annual admissions lottery. DANN provides detailed enrollment and lottery information on the DANN website. The school implements Restorative Justice, progressive discipline process, which entail, restorative conversations, 8 habits, take responsibility for actions, accountability through school beautification, letter writing, empathy-based role playing and facilitated conversations including restorative circles.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>Routine safety drills are conducted monthly. Based on the criteria determined by the State of Nevada, Doral Academy of Northern Nevada completes 9 fire drills, 4 Code Yellow Drills, 2 Code Red Drills and 1 earthquake drill annually. All the staff have been trained regarding emergency procedures and received specific instructions related to their context, when necessary (i.e. PE teachers who may be taking students off campus, Teachers who may be monitoring students during recess, etc.), and all classrooms and office spaces have a red folder that contains a handbook, directions for evacuation and an abridged version of the primary emergency situations schools deal with. These monthly drills are conducted on a variety of days of the week, at different times, and we ensure that various scenarios are practiced, including drills during passing or when classes are in the lunchroom/recess. During a drill the leadership team checks classrooms/hallways to ensure that all the staff are adhering to the emergency drill protocols and notes any concerns to ensure that they are corrected immediately following the drill. All students have access to Safe Voice and mental health support through the DANN website as well as through information printed on their ID cards. The school contracts with a clearing service for nightly cleaning, deep cleaning, carpet and flooring cleaning, and the availability of a day porter. In addition, the school hired a facilities Manager who works 20 hours a week maintaining the safety and health of the school.</p>

Measures of Progress from Previous Site Evaluations

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

<p>School staff ability to address previous recommendations</p>	<p>According to the school leader:</p> <ul style="list-style-type: none"> • In 2020, the school board approved the addition of 12 parking spaces to the campus for the price of \$125,000. • DANN has ensured high level differentiation with in-depth, sustained professional learning in arts integration, explicit writing instruction, meaningful oracy practice, and sensory-based foundational skills. The school inspects what is expected with walkthroughs by members of the leadership team, PLC planning daily as monitored by the instructional coach, AP, and principal. Additionally, school wide goals are included for every teacher's evaluation focused on the implementation of this learning. • A robust GATE program with two GATE certified instructors serving 64 students across grades 3 – 8 was added. • Although drop-off and pick-up have improved significantly, the school has not purchased a bus.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>As stated by the school leader, "As we work to diversify our campus, we have seen success with our weighted lottery, but some of our growth of FRL students was dampened by requirements."</p>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>The school leader states that the following requirements dampened the school's efforts to diversify: "That the school offer hybrid instruction during the 2020-21 school year while WCS D remained fully open along with the seamless summer "free lunch for all" program that does not incentivize parents to turn in paperwork for FRL status. Additionally, and as noted previously, although drop-off and pick-up have improved significantly, the school has not purchased a bus and has no state funding to do so.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Doral Academy of Northern Nevada has a strong commitment to their Mission and Vision including:
 - An enhanced and engaging whole-child educational experience:
There were several examples of differentiation, arts integration, explicit writing instruction and sensory based foundational skills.
 - Social emotional development
The school counselor provided a SEL based morning message during the previous school year to encourage students toward a hopeful and positive day. Families received informational tips on supporting SEL at home. This school year, staff is highly dedicated to providing SEL lessons in the classroom, morning meetings, permission to feel, 8 Habits of Healthy Kids, providing small group and one on one counseling, and a buddy system to help older students to connect with younger students and create meaningful relationships.
 - Problem Based Learning
There is Neuroscience within the Middle School daily curriculum. The school had 26 staff trained in PBL Project Lead the Way courses, & a STEAM focus.
Restorative Justice Program includes a progressive discipline process, which entails restorative conversations, 8 habits, take responsibility for actions, accountability through school beautification, letter writing, empathy-based role playing and facilitated conversations including restorative circles.
2. A positive school climate has been created and sustained at Doral Academy of Northern Nevada. This positive environment involves students, teachers, support staff, leadership team, and family members. Evidence of this included:
 - Strong relationships
Students shared that they know that their teachers will help them succeed in school. Teachers said that their work is more effective because they have close relationships with students and make a point of checking in with each child. The family members said they feel they can go to the school with concerns and the professional at the school will address and solve issues. The school-wide goal is for each student to have talked with an adult by 9:30 am each day.
 - High expectations and strong support for learners
The school encourages students to take challenging courses and in addition offers strong and relevant electives to students. Teachers spoke about setting meaningful goals with students for themselves with post-secondary included in the discussion.
There are several supports for students. These include tutoring, before and after homework assistance, scheduled time for interventions, and small group learning.
It appears that students receive feedback regarding their learning on a consistent basis. Therefore, support to students has is provided automatically, within the culture of each classroom. Given the positive culture at the school students who struggle appear to be comfortable asking for help.

- Consistent expectations for behavior and a safe and orderly environment
The restorative justice system has been implemented and a clear set of procedures is used to preserve relationships and respect students' dignity.
 - Collection of feedback and adjustments
The leaders at the school make a point of following up school-wide changes with feedback from students, teachers, and families. This practice contributes to the robust relationships observed and commented upon at the school.
 - DANN teachers appear to be genuinely positive and happy to be teaching at this school. Both during the classroom observations and during the staff focus group, the passion and caring was evident. Teachers reported said they love their grade level teams and appreciate the leaders at the school. The instructional coach has started a book club for those who are interested. They are meeting and reading a book about teacher resiliency.
 - Students said teachers are kind, and teachers would help them if they had issues.
 - Most classrooms had just one teacher per group of students and the class sizes seemed appropriate because all students were mostly engaged, and teachers had a well thought out plan.
 - Teachers speak plainly and look to their students to see if more explanation is needed.
 - Several teachers were observed re-teaching expectations in a calm and positive manner.
 - Character Education Program is implemented with fidelity
3. Classrooms had high levels of engagement. Evidence of this throughout SPCSA observations included:
- Classroom activities captured and held the students' attention.
 - Effective questioning strategies appeared to trigger situational interest and helped foster sustained interest in the topic.
 - Pacing was excellent and student energy was high as a result. In some classrooms, a perfect balance between students being comfortable and moving, talking, reading, writing, and listening was observed.
 - Many amazing activities such as think, pair chair, writing in the sand, game to discover quotes (students moving, reading, talking, and thinking) were observed.
 - Teachers often communicated positive aspects about individual students and the words and teacher actions communicates respect and acceptance of all.
4. Data Based Decision Making is strong and consistent. Evidence of this throughout SPCSA observations included:
- The school has invested in a data-based platform which has provided the school with data on a highly individual basis for each student.
 - Progress monitoring to make instructional decisions and to pinpoint where students struggle is firmly in place.
 - Instructional decisions are based on an evaluating of a student's rate of growth or performance level and teacher teams use this to plan instruction.
 - Teachers meet in grade level teams daily.
 - Climate is monitored by the leadership team using surveys and feedback from all stakeholders and the results are taken into consideration for future change or sustainment of an existing change.
 - The school board receives periodic updates about the achievement levels at the school and is kept up to date with academic status of all students.

CHALLENGES

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

1. The return to school has been a challenge for the entire school community. The social emotional health including instances of anxiety and depression have been a high concern at the school. In addition, the school has observed some slides in academic achievement for some students and have worked to address these. Examples include too much time on technology, knowledge gaps, and early literacy skills and practice.
2. It has been determined that the special population of students within the Free and Reduced Lunch category and the number of EL students is well below that of the local district and the SPCSA. Although the school implemented a weighted lottery, the changes in these demographics continue to be a concern. SPCSA staff noted that the school leadership team attributes these demographic gaps, at least in part, to hybrid learning requirements during the 2020 – 21 school year.
3. Students raised concerns regarding the levels of adult supervision on the playground and in the lunchroom. When they were asked if they had any suggestions, one student said, “At recess it would be nice if there were more staff on the playground. This is because one student was getting bullied and now that a teacher knows about it, it has stopped. There are some problems and drama out on the playground including fights. I think having more adults outside would help this not to take place.” Because it is in the best interest of the school, students, and families that students feel safe, this is a challenge at the school.

RECOMMENDATIONS

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

1. Prioritize improving student and staff to be more representative of the local district and the SPCSA. The school should pay particular attention to these special populations: FRL, and English Language Learners. Validation Day numbers indicate that the school served 8.3% of students who qualify for Free or Reduced Lunch last year. This number has gone down to 6.4% for the 2021 – 22 school year. Additionally, data indicates that the school serves less than ten students classified as English Language Learners. These numbers are well below the averages for Washoe County (14.1%) and, SPCSA in Washoe County (8.3%) as well as the state (13.7). DANN should continue to focus on strategic methods to increase these numbers during the 2022-23 school year through the weighted lottery. DANN should also continue to make efforts to ensure that the school faculty and staff are also representative of the communities they serve.
2. The SPCSA realizes that the need for additional adults on the playground is the perception of a small group of students. Nevertheless, SPCSA staff recommends that the school leadership team take into consideration this feedback and determine if there are any solutions that can be made to change these perceptions that center on student safety.
3. The school board currently conducts an annual evaluation of the EMO through a survey. While this may meet the minimum requirements of the annual evaluation, the DANN Board should adopt a more robust tool to evaluate the performance of the contracted EMO more fully. SPCSA staff recommends that the school adopt a formal rubric, or another transparent tool that includes specific goals and measures of success. Additionally, the most recent EMO evaluation submitted to the SPCSA includes only partial feedback from less than a majority of board members, signaling that the final evaluation is limited and reflects the opinions of few members. SPCSA staff would be happy to work with the school to ensure that a more robust tool is implemented no later than the annual evaluation for the 2022 – 23 school year, and that it incorporates the feedback and findings of at least most of the governing board.

DEFICIENCIES

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