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
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Introduction and School Background 3

Academic Performance 4

Focus Group Summaries 7

Classroom Observation Totals 12

Organizational Performance 16

Site Evaluation Findings 20

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 grade[1]. 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."

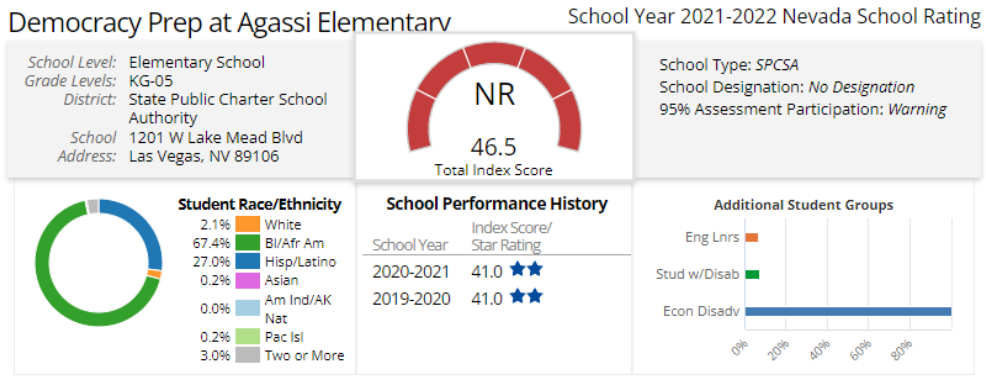
[1] Because the DPAC site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

ACADEMIC PERFORMANCE

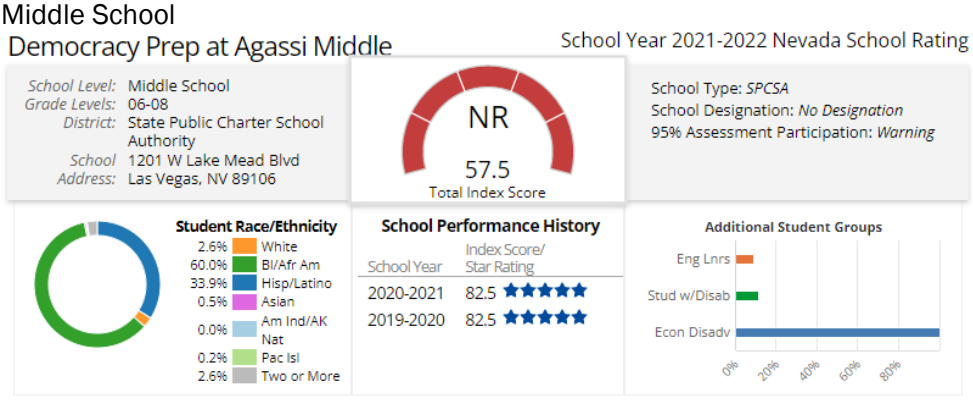
Nevada School Performance Framework
2022

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

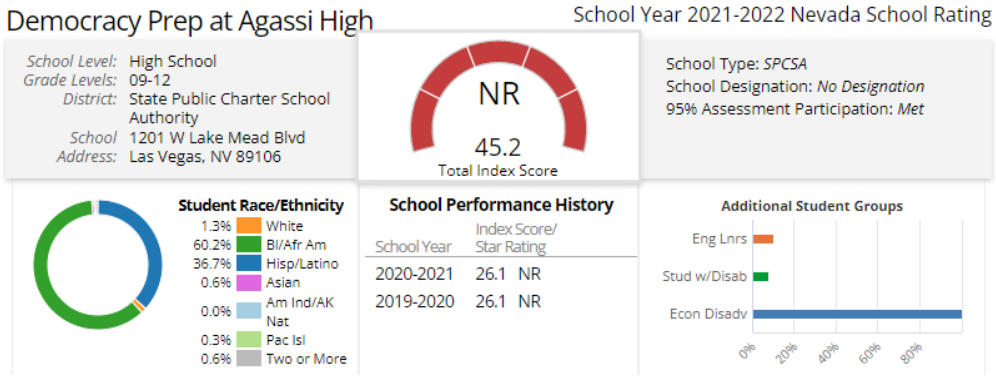
Elementary School



Middle School



High School



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**

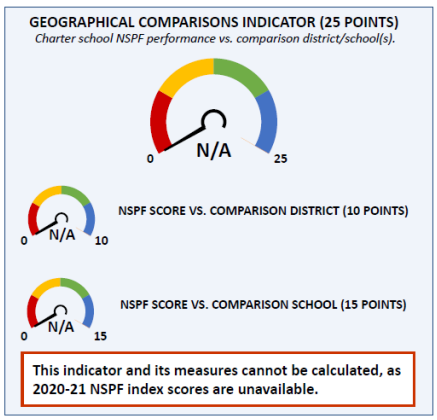
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.7	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	50.0	40.6	34.82			
Hispanic/Latino	33.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	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**

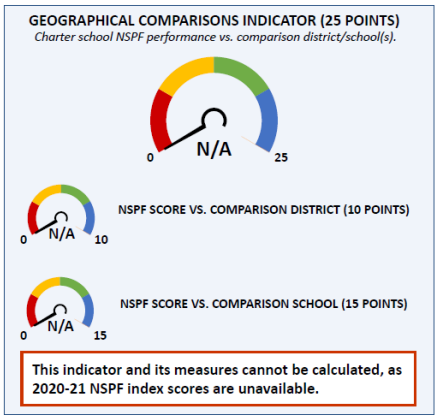
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.2	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	11.1	10.2	22.5			
Hispanic/Latino	<5	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	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 Framework[2]
Geographic Comparison Report

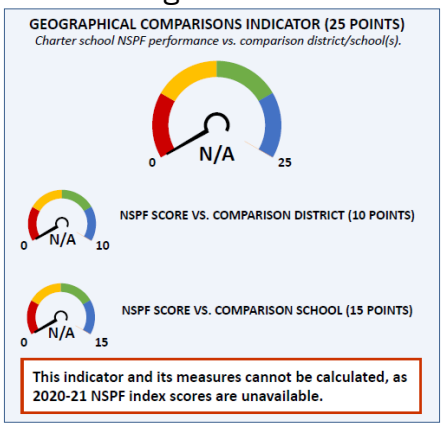
Elementary School



Middle School

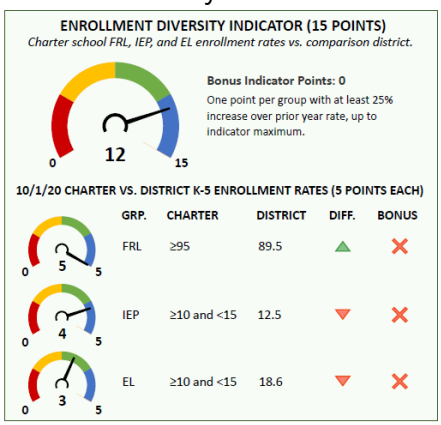


High School

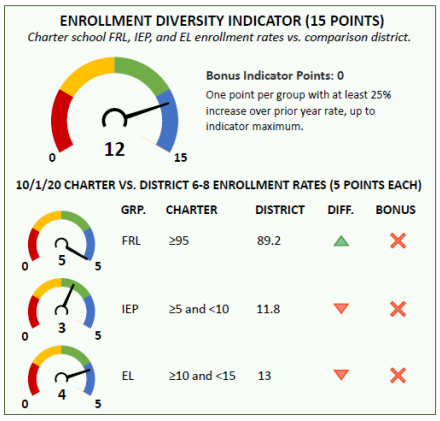


SPCSA Academic Performance Framework
Diversity Comparison Results

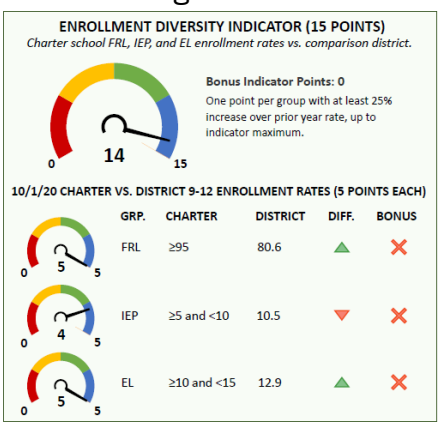
Elementary School



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 Board[3]:

- 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 Wise[4] 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 Campus[5], 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) funding[6] 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 Backpack[8]. 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 Kindness[9]. 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-Ready[10] 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	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. 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.	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. 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.	This criterion was not observed or rated.
	Total: 9	**Total:** 34	**Total:** 8	**Total:** 0	**Total:** 2
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 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	**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. **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.	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	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	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	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	**Measure 5b:** • 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

	• 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.

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.	
Summary of strong recommendations from most recent site evaluation	**Recommendations:** • SPCSA staff recommend Democracy Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. **Strong Recommendations:** • 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.
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.	• 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

	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." • 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	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.

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 SPSCA 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.