Nevada State Public Charter School Authority

Site Evaluation Report: Doral Academy Northern Nevada
Evaluation Date: 10/23/2023

State Public Charter School Authority
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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/23/2023 at Doral Academy of Northern Nevada (DANN). 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.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from students, parents, staff, school leaders, and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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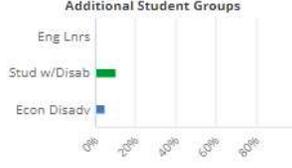
SCHOOL BACKGROUND

Doral Academy of Northern Nevada (DANN) is located in Reno, Nevada in a facility at 3725 Butch Cassidy. The school serves 996 students (as of the most recent Validation Day) in kindergarten through 8th grade. Their mission is: "Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging whole-child educational experience."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

Elementary School

Doral Academy of Northern Nevada

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 3725 Butch Cassidy Dr. Reno, NV 89511

87.2
Total Index Score

★★★

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

Student Race/Ethnicity
69.9% White
0.3% Bl/Afr Am
15.5% Hisp/Latino
5.3% Asian
0.1% Am Ind/AK Nat
0.0% Pac Isl
8.6% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	86.1 NR
2020-2021	97.7 ★★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

Middle School

Doral Academy of Northern Nevada

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 3725 Butch Cassidy Dr. Reno, NV 89511

87.7
Total Index Score

★★★

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

Student Race/Ethnicity
72.4% White
0.2% Bl/Afr Am
14.6% Hisp/Latino
3.2% Asian
0.2% Am Ind/AK Nat
0.0% Pac Isl
8.9% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	93.3 NR
2020-2021	82.1 ★★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	72.4	52.0	53.5	68.5	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	78.9	74.5	71.9	95.0	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	55.5	42.2	45.5	46.1	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	73.0	57.8	59.6	67.8	55.6	57.5
White/Caucasian	75.2	63.7	63.3	70.2	60.7	61.3
Special Education	28.5	29.1	35.5	26.9	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6		-	25.5	
Economically Disadvantaged	33.3	39.0	44.9	46.6	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	73.3	54.6	61.2	75.6	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	89.4	74.1	77.8	95.0	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	57.7	45.9	53.2	71.7	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	69.2	60.7	67.9	82.1	61.5	66.2
White/Caucasian	75.6	64.4	70.6	73.7	65.5	69
Special Education	32.1	27.4	36.8	26.9	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1		-	24.4	
Economically Disadvantaged	41.6	42.0	51.9	60.0	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	59.5	38.5	42.7	56.8	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	81.8	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	50.0	28.3	36.2	47.6	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	51.7	44.5	46.4	59.2	41.8	43.6
White/Caucasian	61.7	51.4	52.3	58.2	48.1	49.8
Special Education	30.0	11.5	26.5	27.0	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5		-	7.6	
Economically Disadvantaged	44.8	24.9	36.1	34.7	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	70.0	53.4	58.6	71.5	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	81.8	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	75.0	44.8	50.5	64.2	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	65.5	60.0	65	77.7	64.6	63.2
White/Caucasian	69.3	64.0	69.6	72.5	67.2	68
Special Education	32.5	17.4	29.6	29.7	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0		-	16.7	
Economically Disadvantaged	41.3	40.8	49.8	43.4	45.9	47.1

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School	Middle School

Elementary School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 — NSPF score difference of 37.3 between school (86.1 points) and comparison district (48.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15 — NSPF score difference of 9.5 between school (86.1 points) and comparison school (76.6 points).

Middle School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 — NSPF score difference of 42.3 between school (93.3 points) and comparison district (51 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

8/15 — NSPF score difference of 11.7 between school (93.3 points) and comparison school (81.6 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School	Middle School

Elementary School

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

6/15 — Indicator bonus points for: EL. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 — School FRL rate of ≥5 to <10% compared to district GrK-5 FRL rate of 54.2%.

3/5 — School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 13.4%.

1/5 — School EL rate of <5% compared to district GrK-5 EL rate of 18%.

Middle School

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

8/15 — Indicator bonus points for: EL. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 — School FRL rate of ≥5 to <10% compared to district Gr6-8 FRL rate of 46.1%.

4/5 — School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 14.4%.

2/5 — School EL rate of <5% compared to district Gr6-8 EL rate of 11.3%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	10	45 minutes
Students	16	45 minutes
School Leadership	5	45 minutes
Staff	12	45 minutes

Governing Board[1]:

- The governing board at Doral Academy of Northern Nevada has expanded to nine members, reflecting growth and diversity. With one open seat, the board reported they are actively engaged in the interviewing process to ensure a swift and thorough filling of the vacancy. The board meets monthly on the fourth Tuesday of each month and convenes special meetings as necessary to address the specific needs of the school.

- Governing board members reported that the board operates without standing committees but forms ad-hoc committees as needed to address specific issues. Board members bring a diverse range of expertise, including backgrounds in Parks and Recreation, government municipalities, legal affairs, management, community outreach, fundraising, law, education, and parenting. The board acknowledged the importance of identifying and filling gaps in expertise during the interview process for new members.

- The board diligently reviews financial reports each month, including the balance sheet and income statement. Academica, the educational service provider, is present at meetings to explain the reports. The budget is considered a dynamic document, receiving continuous attention and focus throughout the year.

- Responding to the SPCSA staff's recommendation in the 2021 site evaluation report, the board has adopted a rubric to evaluate Academica, the Educational Management Organization (EMO). The board emphasizes maintaining a partnership while holding Academica to high standards, ensuring accountability and success.

- From the board's perspective, DANN's greatest strength lies in its strong academic performance and an innovative arts-integrated curriculum. The board values the emphasis on communication, social-emotional learning (SEL), and the school's role in providing foundational skills for students to become responsible citizens.

- The board acknowledges that there is always room for improvement and is actively addressing various aspects. Safety, support levels, diversity within the student body, and teacher retention are identified as key areas of focus. Ensuring a safe environment and maintaining a diverse and supported student body are ongoing priorities, while

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

teacher retention is recognized as a universal concern.

Parents/Families:
- Parents in the focus group shared various reasons for choosing Doral Academy of Northern Nevada for their children. Some mentioned that their children were enthusiastic about attending, with one parent noting that her daughter wrote an eight-page letter expressing her desire to enroll. Others cited the school's strong arts curriculum, which appealed to their arty family background. The kindergarten through eighth grade structure was attractive for its alignment of grades without disruptions, and some parents mentioned escaping the overwhelming overcrowding in district public schools. Notably, the school's support for students' mental health, particularly during difficult times like family loss, was highlighted.

- Parents praised the school's communication methods. They mentioned daily updates through texts, emails, and a comprehensive daily rundown that includes various information like tardies, absences, grades, missing assignments, as well as school events and meetings. Many parents felt that the school's communication had improved over the years, with prompt responses from teachers to emails.

- When asked about changes they would like to make at DANN, several parents expressed a desire for more diversity within the student population. They hoped for the school to attract a more diverse student body as Reno grows. This indicates a shared aspiration among parents for a more inclusive and diverse learning environment.

Students:
- Students in the focus group discussed what led them to believe that Doral Academy of Northern Nevada was a good fit for them. Some students mentioned that their parents made the decision based on various educational assets offered by the school. The availability of a diverse range of electives, including pre-CTE[2] courses, was highlighted as a significant factor. The respectful treatment by teachers and their commitment to the students were also mentioned as contributing to the school's appeal.

- Students shared their experiences regarding speaking with peers, leading discussions, and expressing their thoughts. Arts integration was identified as a method that encourages teamwork and collaboration. Teachers were praised for talking with students rather than at them, fostering an environment where students feel comfortable and exploring their own paths to finding solutions. The emphasis on student opinion, particularly in solving math problems, was noted.

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[2] Career and Technical Education (CTE) programs are educational pathways that provide students with practical skills and knowledge aligned with specific careers, offering hands-on training and experience to prepare them for success in the workforce. These programs often integrate academic and technical coursework to equip students with a range of competencies for various professions.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The students discussed the strong sense of community at DANN. DANN was described as a family where everyone feels comfortable communicating with each other. The inclusive atmosphere was evident during recess, with students actively including others, preventing anyone from being alone. The sense of unity and support within the student body was emphasized, citing instances where students came together to support each other during personal challenges, such as the loss of a loved one.

- Students outlined how they are made aware of behavior expectations at the school. The staff, including teachers, was recognized for being helpful and understanding. The use of the Leader in Me Habits framework[3], syllabi distributed at the beginning of the year, and the creation of a list of expectations collaboratively with students were mentioned. Students appreciated being recognized and rewarded for positive behavior, such as being named "leader of the day."

Leadership:

- Leadership reported that DANN serves a broad geographical area, encompassing over 27 zip codes. Recognized as a Purple Star School[4], DANN actively supports military families, aligning with its mission to focus on the holistic development of each child and its vision to become an educational beacon. Leadership explained that they actively engage with the community through initiatives such as door-to-door visits at apartment complexes and radio show promotions. Leadership added that the emphasis on research-based practices and engagement with teachers and learners reflects the school's commitment to making a lasting impact over time.

- According to leadership, DANN has judiciously utilized ESSER funds[5] across three grants to address various student needs. The funds have been allocated for hiring instructional aids, math and reading interventionists, purchasing laptops, supporting after-school

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[3] The "Leader in Me" framework for schools is based on Stephen Covey's "The 7 Habits of Highly Effective People," with the addition of an eighth habit specifically tailored for education. The framework encourages the development of leadership qualities in students by promoting habits such as being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand, then to be understood, synergizing, and sharpening the saw. The eighth habit, "Find Your Voice and Inspire Others to Find Theirs," focuses on discovering one's unique talents and contributing to a collective purpose. This framework aims to foster personal and interpersonal effectiveness, leadership skills, and a positive school culture.

[4] The Purple Star School designation in Nevada recognizes schools that demonstrate exceptional support for military-connected students and families, fostering a welcoming environment and addressing the unique needs of those with parents serving in the military.

[5] ESSER funds stand for Elementary and Secondary School Emergency Relief funds. These are federal funds allocated to address the impact of the COVID-19 pandemic on elementary and secondary schools in the United States. The ESSER funds are part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act and subsequent relief packages. The purpose of ESSER funds is to provide financial assistance to schools to support a variety of needs, including ensuring the health and safety of students and staff, addressing learning loss, purchasing educational technology, and implementing other strategies to support the continuity of learning during and after the pandemic. Each state receives a share of ESSER funds, and local educational agencies distribute the funds to eligible schools based on specific criteria and needs.

FOCUS GROUP SUMMARY continued

tutoring, providing professional development, and acquiring specialized phonics programs and independent reading books for specific student groups.

- Leadership explained as they enhance student voice and active learning, DANN focuses on oracy, explicit priority tasks, question formulation techniques, retrieval learning, and visible learning strategies. The emphasis is on creating tasks that explicitly prioritize each student, encouraging them to speak in complete sentences, and incorporating various strategies to deepen their understanding.

- According to leadership, DANN has implemented a proactive approach to address chronic absenteeism. The school utilizes a new MDP[6] code to excuse absences, recognizing nurses as medical professionals, which allows the school nurse to excuse absences. Additionally, DANN maintains regular contact with families after four absences, conducts mandatory meetings with parents to devise strategies for improving attendance, and addresses tardiness concerns with families.

Staff:
- Staff members in the focus group shared various motivations for working at Doral Academy of Northern Nevada (DANN). Some were drawn by connections with former colleagues or the principal, while others were attracted to the school's mission, vision, and the intriguing aspect of arts integration. The empowering environment for teachers and the positive climate and culture were mentioned as factors that influenced their decision to work at DANN.

- Professional development (PD) around student engagement and student-led instruction was a central theme. The staff noted that PD sessions, often led by experienced teachers, covered various topics such as oracy, a new science curriculum with Socratic seminars, arts integration, math, science, brain science (metacognition), Social-Emotional Learning, and the Leader in Me Habits. These PD opportunities equip teachers with the tools needed to implement effective student engagement and student-led instructional strategies.

- Staff members discussed the collaborative efforts to meet the needs of all students, including those with IEPs, English learners, and students with opportunity gaps. The behavior interventionist and regular communication with Special Education (SPED) were emphasized. Daily grade-level team meetings, scheduled time for collaboration, a focus on tier-one instruction, and ongoing support from expert staff contribute to a comprehensive approach to student support.

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[6] The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

FOCUS GROUP SUMMARIES

STAFF FOCUS GROUP SUMMARY continued

- The focus group addressed ways in which school leaders, coaches, or peers help improve the art of teaching. The collaborative nature of conversations across different grade levels, access to support based on previous successes, and the sharing of scaffolding strategies for EL students were mentioned. The openness of staff to support students beyond regular class hours, including lunch, after school, and before school, was emphasized.

- The staff discussed strategies for fostering academic talk in the classroom, emphasizing its significant focus. Talk tasks, the "no opt-out" protocol, grade-level content focus, encouragement of academic vocabulary, sentence stems, and the incorporation of the 8 habits were highlighted as methods to strengthen students' communication skills. These practices contribute to creating a classroom environment where students actively engage in meaningful academic discussions.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 16 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: 8	Total: 8	Total: 0	Total: 0	Total: 0
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: 7	Total: 9	Total: 0	Total: 0	Total: 0

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: 7	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 10	Total: 6	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 0	Total: 0	Total: 1
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 6	Total: 9	Total: 0	Total: 0	Total: 1

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: 7	**Total:** 8	**Total:** 0	**Total:** 0	**Total:** 1
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: 8	**Total:** 7	**Total:** 0	**Total:** 0	**Total:** 1

Additional information about the classroom observations shared here when applicable

1. In an early elementary classroom, students were introduced to the activity involving silly words. The teacher provided clear 3-step directions, asking students about the first, second, and third steps. The students then moved, stood back-to-back, and utilized one of the silly words from the screen, followed by a sharing session.
2. Students collaborated in groups to discuss the Revolutionary War and construct a timeline. The teacher posed higher-level questions to students regarding their timelines.
3. The teacher in an early elementary classroom demonstrated to students how to mimic the movement of the moon. Despite some restlessness among students, the teacher encouraged adherence to rules and gently reminded them of expectations.
4. Collaborating in groups, students analyzed political documents. The teacher circulated to facilitate discussions and offer support. The groups collected information and data to inform their upcoming reader's theatre activity.
5. Working in groups, students discussed assigned topics, with the teacher calling on individuals to share their answers with the class. Students appeared engaged, and each group member had the opportunity to share with the class, using accountable talk hand gestures to express agreement or disagreement.
6. In an upper elementary classroom, the teacher conducted a small group session, providing targeted interventions.
7. In one academic skills classroom, students worked on writing tasks. The teacher walked around the classroom to provide one-on-one support.
8. In a middle school math class characterized by a calm atmosphere, including cleanliness, organization, lowered lighting, and dual screens for better visibility, the teacher presented a challenging problem for students to solve collaboratively. Students verbalized their problem-solving approaches, and the teacher restated and summarized their contributions to ensure understanding.
9. The teacher in an upper elementary classroom met with a small group of students, while the remaining students collaborated with partners to solve math problems.
10. In an elementary classroom, the teacher worked with a small group of students on math interventions, while the other students worked independently on tasks.

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.	Doral Academy of Northern Nevada students build skills in analyzing, expressing information, interpreting, and reflecting on their learning by creating products that demonstrate both academic knowledge and artistic expression. Evidence gathered during the student, staff, leadership, and family focus group indicates Doral Academy of Northern Nevada is implementing the material terms of its educational program as stated in the charter. 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.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Each year, the Doral Academy of Northern Nevada Board of Directors and administrators evaluate our Education Service Provider, Academica Nevada. This survey provides feedback on ways to strengthen the schools' financial, legal,

		compliance, and building operations
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	The site evaluation team observed student and staff records are maintained under lock and key and stored appropriately.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	All classrooms were observed to have evacuation plans posted. A set of updated and tagged fire extinguishers exist throughout the school. The nurse's station has a cot, sharps container, and a refrigerator for storing medication as needed.

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

| Prior recommendations by SPCSA staff | Prioritize improving students 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. 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. 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 a 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. |

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• Leadership reported, "DANN's current FRL enrollment is close to 7%. In the past year, we added two priorities to our enrollment for students coming from 1 or 2-star schools and for students who are alumni of Early Head Start Programs." • Leadership shared, "We have responded to lunch and recess adult supervision by ensuring that a member of the leadership team is on duty during all lunch and recess times. We have additional staff members during outdoor recess to monitor student safety." • According to leadership, On September 26, 2023, Principal Orr presented to the DANN Board about the Academica evaluation, and the Board approved using the survey results as scores on the new rubric created last school year.
SPCSA staff assessment based upon findings during site evaluation	• DANN leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing. • SPCSA staff agrees with this assessment and concludes that 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.

- **Dedicated Staff Commitment:**
  The school benefits from a highly committed staff that embraces the mission and vision of the school. Their dedication is evident in the school's distinct approach to nurturing the holistic development of each student. Notable features include arts integration, a strong focus on social-emotional growth, the application of research-based teaching methods, a commitment to science, technology, engineering, arts, and mathematics (STEAM) education, and the implementation of restorative justice practices.

- **Positive and Inclusive School Climate:**
  The campus fosters a positive and inclusive school climate characterized by strong relationships between students, families, and staff. High expectations for every learner are consistently supported by clear behavior expectations. The school actively gathers feedback for continuous improvement efforts. DANN's teachers are observed to be genuinely positive and content.

- **High Classroom Engagement:**
  In classrooms, there are consistently high levels of student engagement. Teachers excel in employing effective questioning techniques, maintaining optimal pacing, and promoting collaborative learning among students.

- **Curriculum Consistency and Integrity:**
  The full staff commitment to implementing a research-based curriculum with integrity across grade levels is a strength. This consistency, underpinned by a shared understanding of the "why" and "how" in professional learning communities, leads to rigorous expectations and adherence to grade-level standards.

- **Cultivating a Culture of Kindness and Leadership:**
  The school diligently nurtures a culture of kindness and leadership. This is demonstrated through service projects, daily social and emotional learning initiatives, and the active participation of students in various clubs and activities. Additionally, the emphasis on student-adult connections during RTI[7] meetings add to the positive culture.

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[7] Response to Intervention (RTI) is a multi-tiered approach aimed at providing early and systematic support to students struggling with academic or behavioral challenges.

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.

- **Enhancing i-Ready[8] Engagement and Student Goal Setting:**
  Leadership expressed challenges with motivating students to fully embrace i-Ready and actively participate in goal-setting activities. The school aims to bolster student participation and commitment to i-Ready, focusing on achieving stretch growth targets.

- **Balancing Interventions and Grade-Level Instruction:**
  One prominent challenge is to efficiently provide meaningful interventions to students who are performing below grade level without compromising their exposure to Tier 1, grade-level instruction or important electives/specials. Striking this balance to ensure every student's diverse needs are met is an ongoing concern.

- **Furthering Diversity and Inclusivity:**
  While the school has made commendable progress in enrolling students from Free and Reduced Lunch (FRL) and English Learner (EL) backgrounds between the 22-23 and 23-24 school years, there exist further opportunities for growth in this area. The challenge is to continue attracting and enrolling a more diverse student population, ultimately enriching the school's community, and promoting inclusivity.

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[8] i-Ready is a set of Common Core State Standards-based (or state standards, for non-CCSS states) diagnostic and instructional tools for math and reading.

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.

- **Furthering Diversity and Inclusivity**
  Continue enhancing diversity and inclusivity by focusing on outreach and community engagement efforts. This could involve developing recruitment strategies to attract students from a wider range of backgrounds. This might also involve exploring the use of transportation funds to improve access for students residing farther from DANN. Collaboration with local organizations and events can help create opportunities for building a more diverse student population, fostering inclusivity, and celebrating the richness of a varied school community.

- **Balancing Interventions and Grade-Level Instruction**
  To address the challenge of balancing interventions with grade-level instruction, the school should explore innovative scheduling and grouping solutions. By optimizing the use of instructional time and ensuring targeted interventions, students below grade level can receive the support they need without missing out on crucial core instruction and enriching electives. Collaborative planning among educators may help find creative solutions for this challenge.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for DANN during this site evaluation.

DEFICIENCIES

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