



Nevada State Public Charter School Authority

Doral Academy of Northern Nevada Site Evaluation Report: March 17, 2026

State Public Charter School Authority

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Links to Resources:

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

Executive Summary

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

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF)¹, the [SPCSA Academic Performance Framework](#), and the [SPCSA Organizational Performance Framework](#).

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

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

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

¹ NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

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.

Student proficiency in math, English language arts, and science

A key strength of Doral Academy of Northern Nevada (DANN) is its strong student proficiency in math, English language arts (ELA), and science. On the Academic Achievement Indicator² on the Nevada School Performance Framework (NSPF), both the elementary and middle schools earned the full 25 out of 25 points, supported by pooled proficiency rates that exceed the SPCSA average. The elementary school posted a pooled proficiency of 75.3 percent, compared to the SPCSA average of 53.2 percent, and the middle school achieved 64.5 percent, compared to 52.0 percent. These results represent consistently high levels of grade-level mastery across all core subjects and suggest that DANN's core instructional program is effectively supporting student learning and achievement.

Chronic absenteeism

DANN demonstrates a clear strength in student attendance. The low chronic absenteeism rates of less than five percent for elementary school and five-point eight percent for middle school earned the elementary and high school five out of five points on the SPCSA Academic Performance Framework³ in the chronic absenteeism reduction measure. This strong performance reflects consistent attendance monitoring, proactive and timely family communication, and early intervention systems that identify and support students before absenteeism becomes chronic.

Teacher leadership

A significant strength of DANN is its strong culture of teacher leadership and shared ownership. Twenty-one teachers formally participate in the Teacher Leader Class, all school committees are led by teachers, and approximately 40 percent of professional learning is led by teacher-leaders. This structure empowers teachers to share their expertise, talents, and innovative ideas while playing a direct role in shaping schoolwide improvement efforts. Teachers lead meaningful initiatives such as monthly peer-to-peer classroom observations, curriculum review, and professional learning, creating a collaborative environment focused on continuous growth. In particular, teacher committees thoughtfully examine curriculum implementation with attention to research, best practices, and the unique needs of DANN students, many of whom perform above grade level. Staff also co-created DANN's Belief Statements this school year, further reflecting a culture in which teachers are trusted as key partners in defining the school's values, strengthening instructional practice, and leading positive change for students.

Math fluency games

A notable strength of the school is its schoolwide emphasis on math fluency through a dedicated weekly math games block for all students in kindergarten through eighth grade. This teacher-led initiative has become an established part of the school's routine, providing students with consistent opportunities to

² The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.

³ The Academic Performance Framework (APF) incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

strengthen mental math skills and build fluency in an engaging way. The practice reflects the school's proactive approach to supporting foundational mathematics for all students, while also demonstrating strong staff collaboration, shared ownership, and a commitment to sustaining effective instructional practices.

A strong culture of care and kindness

A strong culture of kindness has been intentionally cultivated over time and was evident among school leaders, teachers, staff, students, and board members. This aligns closely with DANN's vision statement: "As a beacon of educational practice, DANN will foster student efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion." Throughout the site evaluation, the team observed multiple examples of kindness and compassion in action. In one classroom, for example, a student gently encouraged a peer by saying, "Please focus with me on this assignment." In other settings, teachers demonstrated both awareness of and respect for students who were causing minor disruptions. Rather than ignoring the behavior, resorting to punishment, or removing students from the classroom, teachers responded with encouragement and redirection that invited students back into the learning. For instance, one teacher said, "I want you to try using the number line, and I'll let you use my special dragon pencil to do it."

Student oracy

As Mercer and Littleton (2007) note, "Classroom talk is a powerful tool for learning: through talk, students clarify their thinking, build understanding, and engage more deeply with content." In alignment with this idea, one of DANN's teacher committees worked diligently to strengthen student oracy across all grade levels. Through this work, teachers, leaders, and students collectively support students in developing the ability to articulate ideas, listen actively, and engage effectively with others through spoken language. By intentionally integrating physical, linguistic, cognitive, and social-emotional skills, DANN staff and leaders have established daily routines that promote meaningful conversation and effective communication throughout the school. This work directly supports DANN's mission statement of "creating an enhanced and engaging whole-child" and "providing an academically rigorous learning environment with a strong emphasis on problem-based learning."

Highly engaged board

DANN's governing board is not only made up of a diverse and expert group of professionals, but the group is also committed to continued academic success, inclusion, and diversity. Board members are aware of their roles and commitment to oversight. As one board member commented, "The mission and vision of the school are aligned with what is lived out every day and are a strong part of our strategic oversight." Teachers take turns presenting grade-level or department-level information as well as student artifacts at board meetings. While the board acknowledged the high academic status of the school, they also communicated that, "We are always recalibrating what it means to be successful, thinking about ways to open up and find new ways to increase learning for the whole child." The board convenes on a monthly basis and maintains a strong pipeline of prospective members who are prepared to serve should a vacancy arise.

High levels of community involvement

Another strength of DANN is its high level of community involvement and meaningful external partnerships. The school participates in several research studies in collaboration with the University of Nevada, Reno, and regularly welcomes guest speakers into classrooms to share real-world experiences with students. DANN also partners with the Karma Box Project, a Reno community initiative that helps distribute non-perishable food and other essential items to those in need, providing students with a meaningful schoolwide Project-Based Learning⁴ experience. In addition, the school hosts a variety of distinctive family engagement events, such as Fit Learning parent night and a Washoe County Sheriff's Office parent night to support community connections and promote safety awareness, further strengthening relationships between the school and its broader community.

⁴Project- Based Learning (PBL) is an instructional method where students learn by actively engaging in real-world and personally meaningful projects over an extended period.

Site Evaluation Findings: Challenges

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

Closing opportunity gaps in middle school math

One challenge for DANN is addressing the opportunity gaps that persist in middle school mathematics. On the Closing Opportunity Gaps Indicator⁵ of the Nevada School Performance Framework (NSPF), only 12.2 percent of students met their math annual growth percentile (AGP) target, compared with 18.5 percent in the district. This indicates a need for continued focus on accelerating growth for students who are not yet meeting proficiency, particularly through targeted supports, data-driven instruction, and strengthened tier one practices in math to ensure all students have access to grade-level content and opportunities for meaningful progress.

Refining tier one instruction to challenge advanced learners

Another challenge for DANN is continuing to refine tier one⁶ instruction to better meet the needs of students performing above grade level, so that they continue to demonstrate academic growth. The pooled proficiency levels in both the elementary and middle school grades indicate that many students are achieving at high levels in English language arts (ELA), math, and science, which makes it especially important for core instruction to provide sufficient rigor, depth, and extension.

Sustaining and deepening high performance as a five-star school

A challenge for DANN is mitigating the ceiling effect⁷ for high-achieving students. Because many students are already performing at or above grade level, traditional measures may not fully capture continued academic growth, even when students are capable of deeper learning. This creates a challenge in ensuring that high-performing students remain consistently engaged and appropriately challenged.

Financial constraints

One challenge for DANN is sustaining long-term, highly qualified staff and student supports within the constraints of a flat budget that shows little year-to-year variance. Maintaining valuable programs while also recruiting, retaining, and investing in strong staff may become increasingly difficult without additional financial flexibility.

⁵ The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

⁶ Tier One instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

⁷ A ceiling effect occurs when an assessment is insufficiently challenging, leading many students to achieve top scores and limiting the ability to distinguish performance differences at the end.

Site Evaluation Findings: Recommendations

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

Continue to close opportunity gaps in math

A recommendation for DANN is to continue strengthening math fluency efforts to help close opportunity gaps, particularly in middle school. This includes sustaining a focused emphasis on math intervention and engaging in a deeper review of student needs and instructional practices during the 2026-27 school year. The planned implementation of the next phase in math fluency instruction next school year, along with the use of supports within the Voyager math curriculum, may provide additional structures to target skill gaps, build fluency, and support more consistent growth for students who need additional support in mathematics.

Continue strengthening tier one instruction for large groups of advanced learners

A recommendation for DANN is to continue refining tier one instruction to better meet the needs of students performing above grade level, so they are able to demonstrate ongoing academic growth. Due to pooled proficiency levels in both the elementary and middle school grades, which indicate that many students are achieving at high levels, it is especially important for core instruction to consistently provide sufficient rigor, depth, and opportunities for extension. This includes intentionally calibrating the level of rigor for individual students, ensuring that advanced learners regularly engage in appropriately challenging, standards-aligned tasks that extend beyond grade-level expectations. Continued attention to differentiated tier one instruction, enriched learning experiences, and tasks that promote higher-order thinking may help ensure that advanced learners remain challenged and continue to make meaningful progress.

Continue mitigating the ceiling effect for high-achieving students

A recommendation for DANN is to continue providing meaningful challenge and enrichment for students who are already performing at high levels in order to lessen the effects of a ceiling effect. In education, a ceiling effect can occur when students score near the top of an assessment or consistently perform above grade level, making it more difficult to capture continued growth through traditional measures. As a result, students may appear to show limited progress even when they are capable of deeper learning. To address this, DANN may benefit from continuing to strengthen opportunities that extend beyond grade-level expectations, including enrichment aligned to 21st century competencies, workforce and civic readiness skills, growth mindset, soft skills, and advanced learning experiences such as Gifted and Talented (GATE)⁸ programming. A continued emphasis on depth, complexity, problem-solving, collaboration, and authentic application of learning may help ensure that high-performing students remain engaged and challenged.

⁸ G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define GATE students as: "Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment."

Continue to refine and monitor AI policy

A recommendation for DANN is to continue refining and monitoring its artificial intelligence (AI)⁹ policy to ensure it remains responsive to evolving technology and aligned with instructional goals across grades K–8. As AI tools become increasingly integrated into teaching and learning, ongoing review of expectations, guidelines, and implementation practices will be important to promote ethical use, support academic integrity, and enhance student learning. Regular monitoring, staff training, and clear communication with students and families may help ensure the policy is consistently understood and effectively applied across the school.

⁹ Artificial intelligence (AI) refers to the ability of computer systems or machines to perform tasks that typically require human intelligence. These tasks include learning from data, recognizing patterns, understanding language, solving problems, and making decisions.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Doral Academy of Northern Nevada during this site visit.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for Doral Academy of Northern Nevada during this site visit.

Focus Group Participation Data

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

| Name of Focus Group | Number of Participants |
|--|--|
| Governing Board ¹⁰ | 3 |
| Family Members, Parents, and Guardians | Not applicable due to an abbreviated site visit. |
| Faculty and Staff | Not applicable due to an abbreviated site visit. |
| School Leadership | 6 |
| Students | Not applicable due to an abbreviated site visit. |

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Board members at DANN identified numerous strengths and assets of the school, beginning with strong academic outcomes and a deep commitment to inclusion, diversity, and maintaining high expectations for all students. They emphasized that expectations are consistently upheld across the campus, with “no ceilings” placed on either students or teachers. Teachers are encouraged to continuously grow professionally and to challenge students, while students are introduced to advanced concepts early. A strong sense of community, ethics, and character development was also highlighted. Board members noted that social-emotional learning is deeply embedded in the school culture, even without a formal, standalone curriculum. Students are taught practical life skills such as collaboration, empathy, and conflict resolution, with learning intentionally connected to real-world applications. One board member shared a personal example of their child demonstrating sportsmanship and compassion, reinforcing that these values are authentically lived out by students, not just discussed.

From a governance perspective, the DANN board views itself as highly effective. Members emphasized a clear understanding of roles between the board and school leadership, noting that both operate within appropriate boundaries. The mission and vision are not only well-defined but also actively guide decision-making and are consistently reflected in board meetings, school presentations, and daily practice. Board members described this alignment as a critical factor in the school’s success and authenticity. In terms of challenges, board members expressed confidence in current academic outcomes and leadership effectiveness, noting that the executive leadership team has set and maintained a high standard. However, they acknowledged that sustaining this level of excellence over time will require planning. The most significant concerns center on growth and expansion. Rising construction costs, limited per-pupil funding, and financial barriers make opening additional campuses difficult. Access is also a concern, as demand exceeds capacity, resulting in waitlists. One member also raised concern about long-term student pathways, particularly where students will attend after completing 8th grade.

Looking ahead, board members at DANN identified key strategic priorities focused on sustainability and scalability. A central goal is to replicate and expand the school’s successful model so that it is not dependent on a single leader or campus. They emphasized the importance of codifying and sharing effective practices to ensure continuity over time. Expanding to a second campus was seen as both a major challenge and a critical opportunity to serve more students. Regarding mission fulfillment, board members believe the school is highly effective but emphasized the importance of continuous improvement. Given the school’s high performance on the NSPF, they noted the need to redefine and recalibrate what success looks like moving forward. Leadership plays a key role in this process by presenting clear data and metrics, allowing the board to monitor progress and make informed, strategic decisions aligned with the mission and vision of DANN. The leadership team was described as highly data-driven and transparent.

Board meetings were described as structured, comprehensive, and focused on both oversight and strategic direction. Meetings typically include updates from the principal, presentations from teachers (often including student work), and detailed financial reports. The board also regularly reviews compliance-related items required by the SPCSA, such as policies and student support updates. Legislative developments, potential expansion opportunities, and leadership evaluations are also

standing topics. Board members noted the use of a structured calendar to ensure consistent oversight and timely review of key responsibilities.

When discussing potential improvements, members emphasized the need for increased funding to support expansion, transportation, and broader access for a more diverse student population. They acknowledged challenges in fundraising but noted efforts to establish a foundation and pursue grants and legislative support. One member suggested the board could take a more proactive, rather than reactive, approach to legislative advocacy, encouraging a shift toward a more strategic and forward-thinking stance.

Finally, the board described its relationship with the school's EMO¹¹, Academica, as professional, constructive, and appropriately balanced. While Academica provides valuable support services, the board emphasized the importance of maintaining independence and ensuring that the school's voice remains its own. Healthy disagreement was viewed as a positive indicator of the relationship, fostering better decision-making. Board members also noted that, particularly with future growth and expansion, the Academica partnership should continue to be evaluated to ensure it aligns with the school's evolving needs.

¹¹ EMO is an acronym for Education Management Organization. These are for-profit organizations providing general services including management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting the school facilities, as well as developing and distributing school curricula.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a 4 or 5-star NSPF status and in good standing on all SPCSA-issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will be about half as many as in a typical site evaluation (Nevada State Public Charter School Authority 2025-26 Site Evaluation Handbook, p.14).

Doral Academy of Northern Nevada fulfilled the criterion for an abbreviated site evaluation for the 2025-26 school year, so no family member focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a 4 or 5-star NSPF status and in good standing on all SPCSA-issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, which indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.
2. During the abbreviated site evaluation, the number of classroom observations will be about half as many as in a typical site evaluation (Nevada State Public Charter School Authority 2025-26 Site Evaluation Handbook, p.14).

Doral Academy of Northern Nevada fulfilled the criterion for an abbreviated site evaluation for the 2025-26 school year, so no staff focus group was held.

Focus Group Summary: School Leadership

Leadership at DANN reported that the school has strong systems in place to attract and retain highly qualified staff. Leaders noted that leadership opportunities, a strengths-based culture, and meaningful opportunities for professional growth help teachers and support staff feel empowered, valued, and respected as professionals. They also shared that staff genuinely want to be at DANN and are committed to working on behalf of students. When vacancies do occur, positions are often filled quickly through positive word of mouth and personal recommendations, suggesting that the school has built a strong reputation as a desirable place to work. Additionally, leaders highlighted supportive structures such as a robust mentoring program for both new teachers and staff members new to the school, as well as intentional efforts to build connection and morale through wellness activities, social committees, and staff celebrations. Collectively, these factors contribute to a positive and collegial work environment in which staff members enjoy working together and feel supported.

During the leadership focus group, leaders at DANN emphasized the importance of ensuring consistent instructional quality across the school. They shared that the principal and assistant principals conduct several walkthroughs to monitor instruction, identify areas of strength, note deficiencies, and determine whether support or celebration is needed. Leaders also noted that individualized coaching is provided when appropriate. In addition, DANN has established a peer observation program in which teachers participate at least once per year, with opportunities available as often as once per month through substitute coverage for those who choose to observe more frequently.

Leaders at DANN explained that the school's professional development focus shifts each year based on instructional priorities. This year, the emphasis was on how to weave key instructional strategies together in a more cohesive and effective way, which leaders described as making this one of the school's strongest years for professional learning. Leaders shared that professional development is designed and facilitated internally rather than outsourced, allowing the school to build on its own staff capacity while also working within budget constraints. A major area of focus has been writing, including work connected to *The Writing Revolution*¹² and strengthening staff understanding of what explicit writing instruction looks like across content areas.

During the leadership focus group, leaders at DANN described a multifaceted approach to providing enrichment for students who need additional challenge. They shared several examples of advanced student opportunities and accomplishments, including strong performance in state robotics competitions, where students placed in the top ten, recognition through the Samsung Solve for Tomorrow competition, and the development of an app to support evacuation efforts during a local Washoe County fire. Leaders also highlighted student success in History Day, participation in *We the People* at the national level, and writing recognition through Davidson Academy's Author's Award. Leaders explained that teachers use tiered assignments and, in some cases, design work that extends two levels above grade expectations, even in first grade. They noted that this level of enrichment requires planning and thoughtful instructional design.

¹² The Writing Revolution is a book that teaches about a transformative approach to teaching writing across all subjects and grade levels.

Focus Group Summary: Students

Schools operating with a 4 or 5-star NSPF status and in good standing on all SPCSA-issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, which indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will be about half as many as in a typical site evaluation (Nevada State Public Charter School Authority 2025-26 Site Evaluation Handbook, p.14).

Doral Academy of Northern Nevada fulfilled the criterion for an abbreviated site evaluation for the 2025-26 school year, so no student focus group was held.

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Environment | | | | | |
|--|---|--|---|---|---|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Classroom Learning Environment is Conducive to Learning | <p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p> | <p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p> | <p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p> | <p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p> | This criterion was not observed or rated. |
| | TOTAL: 8 | TOTAL: 10 | TOTAL: 0 | TOTAL: 0 | TOTAL: 0 |
| Establishing a Culture for Learning | <p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p> | <p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p> | <p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p> | <p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> | This criterion was not observed or rated. |
| | TOTAL: 7 | TOTAL: 11 | TOTAL: 0 | TOTAL: 0 | TOTAL: 0 |

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|--|--|--|--|--|---|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Communicating with Students | <p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p> | <p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> | <p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p> | <p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> | This criterion was not observed or rated. |
| | TOTAL: 12 | TOTAL: 6 | TOTAL: 0 | TOTAL: 0 | TOTAL: 0 |
| Using Questioning and Discussion Strategies | <p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p> | <p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p> | <p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p> | <p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p> | This criterion was not observed or rated. |
| | TOTAL: 4 | TOTAL: 13 | TOTAL: 0 | TOTAL: 0 | TOTAL: 1 |

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|--|--|---|---|---|--|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Engaging Students in Learning | <p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> | <p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p> | <p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p> | <p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 8 | TOTAL: 10 | TOTAL: 0 | TOTAL: 0 | TOTAL: 0 |
| Using Assessment in Instruction | <p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p> | <p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p> | <p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p> | <p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 4 | TOTAL: 14 | TOTAL: 0 | TOTAL: 0 | TOTAL: 0 |

Classroom Observations and Additional Comments

In an intermediate elementary classroom, students were engaged in a math lesson using workbooks and money manipulatives to complete a practice page. At one point in the lesson, a student went to the board to record an answer to one of the problems, and classmates checked their own work against the solution shown. The teacher then asked, “Anyone have questions?” and “Did anyone use a different strategy?” to encourage student thinking and discussion. Throughout the lesson, the teacher used students’ names to ask quick, targeted questions, and students responded clearly and confidently. Strong classroom procedures were also evident. When directed to move to the carpet, students transitioned smoothly and knew exactly where to sit, with whiteboards and erasers already prepared for use. Once gathered, students read the next question together, reflecting on well-established routines and a high level of teacher clarity.

In a primary-grade classroom, students worked in partnerships on either the carpet or at tables to solve a problem collaboratively. The task required students to speak, listen, read, write, and think together. One student was overheard reminding a partner, “Please let’s get to the task we are supposed to be doing,” reflecting student awareness of expectations and task completion. Shortly afterward, the teacher stepped in to provide support. After asking one student to explain their thinking, the teacher noted, “You are solving without understanding the problem. Let’s do this together.” The teacher then guided the pair through the process step by step. This interaction demonstrated the teacher’s close monitoring of student understanding and ability to respond promptly when confusion arose, ensuring that misconceptions were addressed quickly and effectively.

Students worked on analyzing a portrait displayed on the board. Afterwards, they wrote about the topic. The instruction was designed so that students could work at their own pace. The classroom environment was comfortable, relaxed, but also dedicated to accomplishing the task.

In an early elementary classroom, students sat on the carpet while the teacher reviewed words with the class. Students were eager to participate in the discussion, and the teacher used sticks to call on students in an equitable manner. One student was especially eager to contribute, and the teacher provided him with an opportunity to share a sentence. It became evident that the student was having some difficulty remaining seated, and after he shared, the teacher calmly reminded him to sit appropriately in his chair. The interaction reflected thoughtful and appropriate classroom management strategies that supported both student participation and clear behavioral expectations.

Students in the classroom worked independently in math workbooks as problems were displayed for them to solve at their seats. After students had time to complete the set of problems, the teacher dimmed the lights and guided the class through a review of the work. Students then shared their thinking by writing their responses on the larger screen for their peers to review, creating an opportunity for collective reflection and discussion.

Measures of Progress from Previous Site Evaluation

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

| Prior Recommendation by Site Evaluation Team | School Assessment of Progress | SPCSA Staff Assessment of Progress |
|--|--|--|
| <p>Continue enhancing diversity and inclusivity by focusing on outreach and community engagement efforts.</p> | <p>School leaders reported that they hired a social media manager to ensure diversity remains a central tenet of the school’s online engagement. Leaders also shared that the school distributes recruitment postcards to low-income apartment communities. Although the city of Reno includes 12 residential zip codes, the school serves students from 26 zip codes across northern Nevada. In addition, the school has established a priority enrollment agreement with Early Head Start¹³ (serving eight students this year) and offers priority in its lottery for students coming from one- and two-star schools (63 students this year).</p> | <p>SPCSA staff find that this recommendation has been met.</p> |
| <p>To address the challenge of balancing interventions with grade-level instruction, the school should explore innovative scheduling and grouping solutions.</p> | <p>School leaders reported that teachers are paid to offer free, small-group tutoring before and after school. Leaders also shared that they hired an English language learner¹⁴ (ELL) specialist to provide coaching and tutoring support, including a WIDA¹⁵ “bootcamp” for students. In addition, the school implemented a new middle school math intervention class for students who are two or more grade levels</p> | <p>SPCSA staff find that this recommendation has been met.</p> |

¹³ Early Head Start programs promote school readiness for economically disadvantaged children by enhancing their social and cognitive development through the provision of educational, health, nutritional, social, and other services.

¹⁴ In education, ELL stands for English Language Learners, referring to students who are acquiring English alongside their native language(s).

¹⁵ WIDA is a comprehensive assessment measuring English language proficiency in four categories; identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

| | | |
|--|--|--|
| | <p>behind, which replaces one of four elective periods. Leaders noted that two Read by Grade Three¹⁶ interventionists pull students during independent practice time in ELA/phonics, and instructional aides have been trained to lead small groups in classrooms as well as provide pullout support.</p> | |
|--|--|--|

¹⁶The "Read by Grade Three" initiative in Nevada aims to ensure that all students can read at grade level by the end of third grade. This program, established by Senate Bill 391, focuses on early literacy development and provides support for students who are struggling to read.

Operational Compliance Checks

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

Appendix A

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