



**Governing Board Meeting
Thursday, February 15, 2024**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Thursday, February 15, 2024.

This public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link:

<https://davidsonacademy-unr-edu.zoom.us/j/93792565580>.

Public comment for this meeting will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/93792565580>.

Those wishing to provide live public comment via telephone may dial 1-669-900-6833. The Webinar ID is: 937 9256 5580.

AGENDA

2 p.m.

- A. ROLL CALL*
- B. WELCOME AND INTRODUCTIONS*
- C. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

D. APPROVAL OF AGENDA (*for possible action*)

The public is notified that the Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

E. APPROVAL OF MINUTES: Meeting of November 9, 2023 (*for possible action*)

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates
 - b. College Planning Updates

2. MEDIA AND OUTREACH*

G. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

H. ADJOURNMENT (*for possible action*)

Next Meeting Dates for 2024:

- Thursday, May 23, 2024, at 2:00 pm
- Thursday, September 19, 2024, at 2:00 pm
- Thursday, November 7, 2024, at 2:00 pm

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Monday, February 12, 2024, at 9:00 a.m., a copy of this agenda was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board meeting agendas; a copy of this agenda was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting agendas by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
Governing Board Clerk
Email: afredericks@davidsonacademy.unr.edu
Phone: 775-682-5800

Governing Board: *Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert, and Hon. Brian Sandoval.*

Note: *The Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.*

Those items followed by an asterisk () are items on the agenda upon which the Governing Board will take no action.*

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to call Colleen Harsin at 775-682-5800 at least 24 hours prior to the meeting.

Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to charsin@davidsonacademy.unr.edu or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-682-5800.

Meeting agendas and minutes are available on the [Academy's website](http://www.DavidsonAcademy.UNR.edu/) (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting
The Davidson Academy Governing Board
November 9, 2023

Call to Order

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:04 p.m. This public meeting was held by videoconference allowing members of the public to hear and observe the meeting. Members of the public were invited to provide comments by telephone, through videoconference, or by email.

A. Roll Call

Roll call was completed by Meeting Chair, Mark Herron. In attendance were Bob Davidson, Annette Whittemore, Lauralyn McCarthy-Sandoval, and Brian Sandoval. Also, present were Davidson Academy Director, Colleen Harsin; Legal Counsel, Ann Alexander; Governing Board Clerk, Aimee Fredericks; and IT Support, Ken Brouchard. Richard Trachok joined the meeting at 2:15 p.m. Roger Davidson, Susan Enfield, Brian Krolicki and Jhone Ebert were not present. Following completion of roll call, a quorum of voting members was confirmed.

B. Welcome and Introduction

Mark Herron welcomed Board Members and members of the public in attendance.

Mr. Herron acknowledged the recent passing of Davidson Academy Co-Founder, Jan Davidson, who in 1998 started the non-profit organization, Davidson Institute, with the objective of serving profoundly gifted students. Jan lit up when working with students; she was warm, compassionate, and gracious. He offered condolences to Bob Davidson and family.

Colleen Harsin offered condolences to Bob Davidson along with his family and commented that what was created through Davidson Institute made a big impact for these students. Bob Davidson also acknowledged Jan and commented that Davidson Institute and the Academy would not have existed without her.

C. Public Comment

Mark Herron provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mark Herron stated that this meeting would be held without a physical location, but in compliance with Nevada legislation, was available for visual participation, and audio call-in for public comments. He referenced the public comment details provided in the agenda and confirmed that public comments, if made, would be received by email or by telephone. No comments were received.

D. Approval of Agenda

Mark Herron requested a motion to approve the meeting agenda. Motion was made and

seconded for approval of the meeting agenda as submitted. Motion carried unanimously.

E. Approval of Minutes

Mark Herron requested approval of the minutes for the meeting of September 28, 2023, included in the board book for this meeting. Motion was made and seconded for approval of the minutes as submitted. Motion carried unanimously.

F. Reports

1. Academy Director

a. General Program Updates

Mark Herron advised the Board that included in this board book and moving forward, a one-page summary of the current financial report will be included in the board books for their review. He then referred to Colleen Harsin for the Academy Director's report.

Ms. Harsin began her report with a summary of the admissions review process to date for the 2024-2025 school year. The application was opened, and one hundred and nine applications were in progress with thirteen submitted for review. She confirmed the first readiness assessment was scheduled for December.

Ms. Harsin advised that progress on preparing for the Davidson Academy accreditation review was taking place with further surveys going out to stakeholders. She also reported that the organization, Signs of Suicide (SOS), conducted training for Davidson Academy middle and high school students. Forty parents previewed the material to be presented to students. The curriculum included signs of suicide, no blame or shame, concerns of self or friend, an exit slip was also included with debriefing of students who participated. It is planned that this training will be provided annually.

Ms. Harsin concluded her report indicating that she was advised by National Merit that this year the Davidson Academy has two commended students and seventeen semifinalists.

2. Media and Outreach

Ms. Harsin referred Board Members to Tab 6 of their board books for a summary of media and outreach efforts on behalf of the Davidson Academy. September website metrics were up but with a slight decrease in newsletter subscribership, which is being researched. Top viewed website pages are for admissions and the application process.

G. General Business

1. The Governing Board will review, discuss, and possibly approve a list of candidates for graduation in May 2024, subject to each candidate's completion of requirements for graduation.

Ms. Harsin requested Board approval of the proposed 2024 Davidson Academy graduates. Mark Herron asked for motion to approve proposed graduates subject to those students satisfactorily completing graduation requirements. Motion to approve was made and seconded. Motion carried unanimously.

2. The Governing Board will review, discuss, and possibly approve Davidson Academy Procedures for Suspension, Expulsion or Permanent Expulsion.

Ms. Harsin advised the Board that pursuant to AB 285 and 330 which were passed by the 2023 legislature to amend NRS 392, the Davidson Academy is required to develop procedures for suspension, expulsion, and permanent expulsion. The proposed procedure was included under Tab 4 of the board book. Ms. Harsin asked if the Board had questions. Mr. Trachock asked if the procedure was prepared in conjunction with legal counsel. Ann Alexander, Legal Counsel, confirmed that the proposed statutory changes were specific as to content and the proposed procedure addressed all requirements. She confirmed that this is the first year that the Davidson Academy was included in these requirements. Mark Herron asked for a motion to approve the proposed procedure. Motion to approve was made and seconded. Motion carried unanimously.

3. The Governing Board will review, discuss, and possibly approve Plan for Provide for the Progressive and On-Site Review of Disciplinary Practices Based on Restorative Justice.

Ms. Harsin advised the Board that pursuant to AB 285 and 330, which amended NRS 392, the Davidson Academy is required to develop a plan to provide for a progressive and on-site review of disciplinary practices based on restorative justice. The proposed plan was included under Tab 5 of the board book. Ms. Harsin asked if the Board had questions. Lauralyn McCarthy Sandoval asked if Board Members would need to be named as part of implementing the plan and procedures. Ann Alexander advised there was no indication that Board Members would need to be named. She confirmed that the proposed plan builds on procedures and expectations of statute. The specifics of the plan are consistent with due process with regard to discipline procedures. There being no further questions, Mark Herron asked for a motion to approve the proposed plan. Motion to approve was made and seconded. Motion carried unanimously.

H. Public Comment

There were no comments from the public at this time.

I. Adjournment

There being no further business coming before the Board in public meeting, Mr. Herron asked for a motion to adjourn. Motion was made, seconded, and carried unanimously. The meeting adjourned at 2:37 p.m.

Respectfully submitted by Aimee Fredericks, Governing Board Clerk

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



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January 22, 2024

Colleen Harsin
Director
Davidson Academy
P.O. Box 9119
Reno, NV 89507

Dear Director Harsin,

We have reviewed your January 9, 2024, request to make February 12 and April 15, 2024, Professional Development Days. This request has been determined to be in compliance with Nevada Administrative Code 387.120(4) and is therefore approved.

The following details have been officially recorded for Davidson Academy:

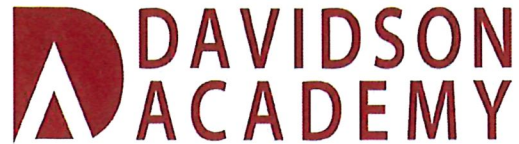
- Professional Development Days: February 12 and April 15

Calendar revisions or additional professional development requests must be received at least two weeks in advance to ensure sufficient processing time.

Please address all calendar related correspondence or questions to Madisson Jacobs by phone at 775-687-9237 or by email sidcompliance@doe.nv.gov.

Sincerely,


Jhone M. Ebert
Superintendent of Public Instruction



MEMO

TO: Amelia Thibault, Office of Division Compliance
Student Investment Division

FROM: Colleen M. Harsin, Director

DATE: January 9, 2024

SUBJECT: Professional Development Days (2)

Davidson Academy is interested in adding two Professional Development Days to the approved 2023-2024 alternate calendar. Due to building repairs and asbestos abatement following a flood last summer, the anticipated professional development opportunities were not fully implemented prior to the school year. The following dates are being requested to ensure that Davidson Academy teachers have sufficient professional development opportunities available to them during the current school year.

- Monday, February 12, 2024
- Monday, April 15, 2024

It is understood that the full 390 minutes of the scheduled school day will be utilized for professional development on each of these dates and that they will be counted as dates in session though students will not be in attendance on these dates.

Please do not hesitate to contact me if any additional information is needed to consider this request (charsin@davidsonacademy.unr.edu; 775-544-0650)

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Harsin', written over a horizontal line.

Colleen M. Harsin
Director

The Davidson Academy
Profit & Loss Budget vs. Actual
 July through December 2023

	Jul - Dec 23	Budget 23/24	\$ Over Budget	% of Budget
Income				
1700 · District Activities	22,396.15	75,000.00	-52,603.85	29.86%
1900 · Other Revenue from Local Source	1,578,775.00	3,519,000.00	-1,940,225.00	44.86%
3000 · Revenue from State Sources	775,145.82	1,237,950.00	-462,804.18	62.62%
5200 · Fund Transfers - IN	9,246.83			
Total Income	2,385,563.80	4,831,950.00	-2,446,386.20	49.37%
Gross Profit	2,385,563.80	4,831,950.00	-2,446,386.20	49.37%
Expense				
9100 · Personnel Services - Salaries	1,303,299.49	2,875,290.00	-1,571,990.51	45.33%
9200 · Employee Benefits	441,393.11	930,720.00	-489,326.89	47.43%
9300R · Purchased Supplies(9300 - 9500)	401,615.06	787,765.00	-386,149.94	50.98%
9510 · Student Transportation	17,016.50	89,180.00	-72,163.50	19.08%
9600 · Supplies	170,746.67	313,035.00	-142,288.33	54.55%
9700 · Property	10,778.24	60,590.00	-49,811.76	17.79%
9800 · Miscellaneous & Debt Service	5,410.14	8,450.00	-3,039.86	64.03%
Total Expense	2,350,259.21	5,065,030.00	-2,714,770.79	46.4%
Net Income	35,304.59	-233,080.00	268,384.59	-15.15%

NOTE:

The "Budget" column reflects the full year budget as approved by the Governing Board. The budget is not prepared or broken out on a month-by-month basis, so the full annual amount is shown here. Some expense items, such as wages and benefits, are generally incurred evenly throughout the year. Others can be incurred unevenly over the year. For example, supplies (e.g. textbooks) are generally purchased early in the year while professional services (e.g. accounting and legal) are less predictable.



History

Davidson Academy first opened for the 2006-2007 school year as the only “university school for profoundly gifted pupils” in the nation ([NRS 388C](#)). The enabling legislation defines various aspects of the Academy, including eligibility of learners, location of the school, composition of the governing body, percentage of licensed teachers, and funding sources. The Academy was initially in a temporary space on the University of Nevada, Reno campus (UNR), and moved to the current location in the Jot Travis Building at UNR as of 2008.

Starting with 35 students, many of whom moved to Nevada to attend Davidson Academy, enrollment has increased to the current 170 students who originate from 20 different zip codes. Since 2011, Davidson Academy has been nationally ranked among top schools by *The Washington Post*, *Newsweek*, *The Daily Beast*, and *Niche*. As of 2016-2017, the Academy added an online campus offering live, synchronous classes for students living anywhere in the United States. In 2021, Davidson Academy Online was established as a separate independent school. Throughout the COVID-19 pandemic, the Reno campus held live, synchronous online classes and no instructional days were missed.

Demographics

As a public school, Davidson Academy serves students living in Washoe County and surrounding counties in Nevada, including several who moved to Nevada for the purpose of accessing the rigorous education offered at the Academy. With regard to ethnicity, self-identification indicates 52% Asian, 28% White, 14% Multiple Races, 3% Hispanic, 2% Pacific Islander, and 1% Black among current students. English is the primary language spoken at home for 94% of Davidson Academy families. Chinese (Mandarin and Zhongwen), Hindi, Korean (Choson), Romanian, and Spanish are spoken in the remaining 6% of student homes. Special services (special education or Section 504 accommodations) are accessed by 20% of students at this time.

Davidson Academy staff members include 31 full-time and 21 part-time employees. Of the full-time employees, 77% are teachers and 23% are student services and safety staff, including counselors, special education and related services, and facilities management. Of the part-time employees, 24% are teachers and 76% are university students who chaperone Davidson Academy students to and from classes on the UNR campus, supervise study hall and lunch periods, and assist in the front office.

Governing Authority

As a public school, Davidson Academy is overseen by the Nevada Department of Education yet operates separately from any other school district. Per Nevada Revised Statute 388C, the Davidson Academy Governing Board is a public body that promotes the welfare of students enrolled in the school. The Board has been granted the reasonable and necessary powers to address the purpose for which the school was established, provided that they do not conflict with the Constitution and the laws of the state of Nevada.

The Governing Board is comprised of three individuals selected by senior elected officials of the state of Nevada; four individuals selected by the founding entity (The Davidson Institute for Talent Development); the State Superintendent of Public Instruction (ex officio); and the President of the University of Nevada, Reno (ex officio). Public meetings are held four times a year, once every quarter. The governing body confers appropriate autonomy to the Davidson Academy leadership team (Director, Director of Curriculum and Instruction, and Director of Special Services) to oversee the tasks associated with the day-to-day operations of the school in a manner that is consistent with the mission, goals, and values of the Academy.

Mission, Goals, and Values

Davidson Academy mission, goals, and core values remain constant as they encompass the guiding principles and commitments defined by the enabling legislation for this special purpose school ([NRS 388C](#)).

The **mission** of the Davidson Academy is to provide profoundly gifted young people an advanced educational opportunity matched to their abilities, strengths and interests.

The stated **goals** of the Davidson Academy are: to allow students the opportunity to develop their talents and skills at an advanced level and be supported by teachers, professors, and other experts in their fields of interest; to provide students an opportunity to learn with intellectual peers; to provide students a learning environment that fosters integrity, personal responsibility, conscientious citizenship, understanding and an appreciation of individual differences, along with respect for others; to provide students guidance in identifying and developing their unique talents and abilities, counseling for the college application process, procurement of scholarships, and access to professional areas of interest and career counseling; to encourage students to develop their talents, abilities and leadership skills in positive ways while in pursuit of knowledge; to provide a Prospective Learning Plan (PLP) that appropriately challenges each student's abilities, allowing them to engage in learning opportunities at a pace and depth consistent with the student's knowledge, skills and personal motivations; and to engage parents in the learning process and provide opportunities for understanding and nurturing their children.

Core Values were developed with the very first groups of Davidson Academy students, staff, and families. Participants worked together to identify and hone a list of core values that remain in place today and are embedded in all aspects of interactions and decisions at the Academy: Responsibility, Integrity, Balance, Leadership, Pursuit of Knowledge, and Balance.

Enrollment Trends

In the past several years, Davidson Academy enrollment has steadily increased, while self-identified ethnicity categories remain stable. Historically, more male than female students have applied and subsequently enrolled. This gender discrepancy has increased from 60% males, 40% females in 2022-2023 to 64% males, 36% females in 2023-2024. Considering incoming students as well as graduates and those who exit prior to graduation, overall enrollment increased by 18 students in August 2022 (145 enrolled 2021-22 to 163 enrolled for 2022-2023), and by 9 students in August 2023 for a total of 172 students enrolled for 2023-2024. Students originating from Nevada typically comprise approximately 60% of the student body, and currently represent 62% of Academy students.

Philosophy of Education

Davidson Academy was founded based on the idea that all children must be taught at their current level of readiness in each subject, consistent with Vygotsky's Zone of Proximal Development. Understanding that children excel most significantly, and are happiest, when the optimal level of challenge is balanced with the appropriate level of support, Academy students are placed in courses based on academic readiness rather than traditional age/grade level.

Other significant influences include John Dewey's emphasis on high-level, critical engagement with curriculum that excites students, which is also central to the Davidson Academy experience. The custom curriculum emphasizes critical thinking, deep understanding, debate, Socratic seminars, social engagement, and the study of multiple viewpoints and methods of solving problems and exploring the world. Teachers

follow curricula designed to lead logically from one course to the next, and are also encouraged to follow their students' interests, adapting the material and the timing to best suit each group of students. Teachers look for an emotional response from students and ask them to engage on a personal level with the material they are learning. Gardner's emphasis on the importance of multiple intelligences is seen in the variety of activities within Davidson Academy classrooms and is also supported by allowing students to choose areas of emphasis. Academy students often complete their high school careers with high-level university courses in their areas of passion. Erikson's idea that people ages 12-18 are working on Identity vs. Role Confusion is reflected in choices of text, assignments, clubs and electives, and in the ways teachers guide their students. Classes are small, with an average of ten students, to promote personalized learning and attention. Teachers and student support staff members draw on the theories of Maslow and Rogers, believing that teenagers should be moving toward self-actualization, but that to get there, they need a great deal of support and unconditional acceptance. Students are seen as adults-in-training, and engaged with high levels of respect and high expectations with the understanding that students typically strive to match what is proffered.

Curriculum

Davidson Academy curriculum is customized for profoundly gifted middle and high school students. Coursework is two to three years advanced from what students would experience at their traditional age/grade level placement. Coursework has been built collaboratively with Davidson Academy teachers and members of the curriculum team, led by the Director of Curriculum and Instruction. Student interests, needs, and direct input help shape the curriculum.

Davidson Academy meets and/or exceeds state and national requirements and expectations regarding curriculum and academic credits. All traditional subjects are required, with 28.25 credits needed for graduation: 4 English, 4 math, 4 science, 3 history (US, World, and Gov/Econ), 3 world languages, 5 electives, 2 arts and humanities electives, 2 PE, and .5 health, .5 computer science, and .25 financial literacy. These credits exceed the number required for an honors diploma in Nevada. Several different electives are offered every year, based on student interest. Students may apply to teach Student Lead Seminars (SLS). Current SLS elective options include birding, scientific research, community journalism (which produces the school newspaper, "The Phoenix Focus"), HOSA (future health professionals), and Model UN.

Instruction

Since students of high ability are homogeneously grouped, teachers are able to teach classes at very advanced levels and use methods that provoke understanding, thought, and debate. Davidson Academy creates dynamic classes that focus on higher-order thinking skills, challenging students to think creatively and critically and express themselves effectively. Classes rely heavily on collaborative, hands-on, discussion-based learning. Information is often conveyed through lectures and readings as a starting point from which students are expected to write, discuss, experiment, explore, and otherwise engage with the material. In all subjects, students will investigate multiple "right" answers or processes and debate the merits of each. Students also develop and present various ways of solving problems and supporting arguments. As a brick-and-mortar school, students attend in-person classes during the school day, which runs 8:00 a.m. to 3:15 p.m. daily, Monday through Friday. Core classes and some electives meet Monday through Thursday during 1-hour periods. Most elective classes are offered as two-hour blocks on Fridays. Outside of the classroom, students access experiential opportunities, lab work, internships, and field trips.

All students are given access to laptops which are used in most classes. Email, Teams, Word, PowerPoint, and a variety of other technology are used throughout the day. All writing is done electronically to

accommodate the editing process. Many students use Adobe Creative Cloud apps for creative and design-focused projects. Teachers use a variety of programs, websites, and apps in their classes. Davidson Academy uses Canvas as the learning management system (LMS) and Infinite Campus as the student information system (SIS). Technology-focused courses such as robotics, engineering, and programming courses employ resources that include 3D printing, CAD, VEX robotics, Python, JavaScript, and more.

Personnel Management

Hiring practices, evaluation, and supervision of Davidson Academy employees are conducted in a fair and equitable manner consistent with federal and state requirements and guidelines. These processes are overseen by the Director of Human Resources for the Davidson Group and carried out by the Davidson Academy leadership team. Supervision and evaluations are conducted in an organic real-time manner to maximize performance and facilitate any necessary adjustments.

Middle and high school courses at Davidson Academy are taught by a variety of university professors, licensed secondary teachers, and qualified community members. Teacher selection is based upon a combination of traits which include professional qualifications, sincere warmth, ingenuity, and passion for their subject areas and for teaching. Qualified applicants for teaching positions complete an interview and in-person audition at the Academy. Several teachers hail from the University of Nevada, Reno, and 70% of all Davidson Academy teachers have a master's degree or higher in the subject they are teaching.

Learner Performance

As a public school, Davidson Academy requires that students complete grade-level assessments mandated by the State of Nevada. This includes three exams: The Smarter Balanced Assessment Consortium Exam (SBAC), the High School Science Exam, and the ACT +Writing. The SBAC is given to 5th-8th graders. Students in 5th and 8th grade also complete the SBAC science assessment. The High School Science exam is a federally mandated exam students must participate in and pass as 10th graders or 9th grade students by age who have taken biology. The ACT +Writing is administered to juniors by age and/or graduation date. Davidson Academy students consistently meet and/or exceed expectations on standardized tests.

Classroom assessments vary in style, including tests, quizzes, presentations, essays, self-reflection and metacognition assignments, and portfolios. Both formative and summative assessments are necessary to get an accurate picture of student performance. Based on student progress and performance in their classes, a slight dip in student achievement was evident during and shortly after the COVID-19 pandemic, but has returned to expected levels across all subjects. Although the Academy focuses on continuous improvement, assessments do not highlight any areas in need of improved student performance.

Improvement Initiatives

Four goals were identified as Action Items for Continuous Improvement in the context of the Accreditation Report submitted prior to the External Review Team visit conducted April 15-16, 2015. Three have been addressed such that they are no longer specific action items: (1) Davidson Academy will increase awareness of available Advanced Placement (AP) exams and access to preparation resources and materials for all college placement exams. (2) The Davidson Academy will work to create more opportunities and activities for age-appropriate student groups. (3) The Davidson Academy will further investigate ways to create more meaningful communication with parents. The fourth goal remains a current major improvement initiative and is at the top of the ensuing list.

Current major improvement initiatives include developing a 3-year continuous improvement plan that focuses on the following:

1. Developing a more standardized and formal evaluation process for teachers augmented by targeted professional development opportunities. Initiatives focused on achieving this goal include implementing steps toward developing a Prospective Learning Plan (PLP) model for teachers that mirrors that which is in place for students. This includes each teacher identifying personal and professional goals, initiating related budget requests, and participating in timely and ongoing use of the eleot and Cognia Teacher Observation Tool resources to yield meaningful longitudinal data. Initial eleot observations have been completed and Cognia Teacher Observation tool training and use will begin this semester. Focus groups to develop the process and products associated with PLPs for professional staff will also take place with the goal of having the first PLPs in place for the 2024-2025 school year. Professional development days have been approved by the State for this semester and up to five days will be included in subsequent annual calendar applications.
2. Identifying and increasing student supports in the area of SEL is another area identified for improvement. Embedding a tiered student support system and providing appropriate MTSS implementation training for professional staff is one aspect of this initiative that is to be start this month. Investigation of SEL curriculum and instructional delivery options is being prioritized, as social and emotional well-being impacts all aspects of learners' environments. Counselors and key student support staff members have done an initial review of curriculum from the Social Institute. Adoption and implementation details of and SEL program are to occur prior to the 2024-2025 school year, with goal of implementation starting that year. Increasing opportunities for learner feedback to inform extracurricular activities, elective course offerings, and options for socialization will occur as planning for spring events and the 2024-2025 school year are underway. The goal is to see improvements in student responses on Cognia stakeholder surveys this spring, as well as a downward trend in alleged and substantiated violations of a safe and respectful learning environment.
3. Systematizing analysis of student growth and data-based decisions will add important insights to ongoing teacher feedback and oversight as they strive to implement skills promoting student growth. Gaining better understanding of stakeholder views on how what's being learned relates to what students need to know in life will provide additional insights on student growth and performance. In support of this initiative, Davidson Academy will implement the use of Cognia surveys on at least an annual basis and analyze for trends, strengths, and weaknesses as of the current semester. Data analysis findings will inform student-centered decisions for the upcoming and future school years.
4. Expanding recruiting efforts to increase the likelihood of a diverse pool of qualified applicants for any open positions is an important aspect of continuously improving the Davidson Academy experience. Academy leaders will work with human resources to determine key regional and national recruitment resources that optimally match position openings. In the upcoming budget cycle, transportation expense assistance for highly qualified candidates to participate in teaching auditions at the Academy will be considered.

Student Survey (Middle and High)_092523

run on 02/05/2024



surveys





surveys

Student Survey (Middle and High)_092523

run on 02/05/2024



Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)

Report Filters

School:

N/A

Race:

N/A

Grade:

N/A

Gender:

N/A

Ethnicity:

N/A

Tag:

N/A



Student Survey (Middle and High)_092523

run on 02/05/2024



Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)



AdvancED Certified Content

Report Summary

Overall Score: 4.06

Network Average: 3.53



By Survey Section

Section Score | Network Average

Purpose and Direction: 4.2

Network Average: 3.52



Governance and Leadership: 3.91

Network Average: 3.41



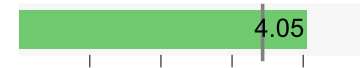
Teaching and Assessing for Learning: 4.08

Network Average: 3.48



Resources and Support Systems: 4.05

Network Average: 3.43



Using Results for Continuous Improvement: 3.86

Network Average: 3.33





Student Survey (Middle and High)_092523

run on 02/05/2024



Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)



AdvancedED Certified Content

Highest Scoring Items

C3: In my school, a high quality education is offered.



E2: My school provides me with challenging curriculum and learning experiences.



E11: All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.



E1: My school gives me multiple assessments to check my understanding of what was taught.



E12: All of my teachers provide me with information about my learning and grades.





Student Survey (Middle and High)_092523

run on 02/05/2024



Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)



AdvancED Certified Content

Lowest Scoring Items

F2: In my school, students respect the property of others.



G2: My school considers students' opinions when planning ways to improve the school.



D1: In my school, rules are applied equally to all students.



E9: All of my teachers change their teaching to meet my learning needs.



E3: My school prepares me to deal with issues I may face in the future.





Student Survey (Middle and High)_092523

run on 02/05/2024



Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)



AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male 64 62%

Female 40 38%

104 respondents

2. Race

Asian 51 48%

Native Hawaiian or Other Pacific Islander 2 2%

White 38 36%

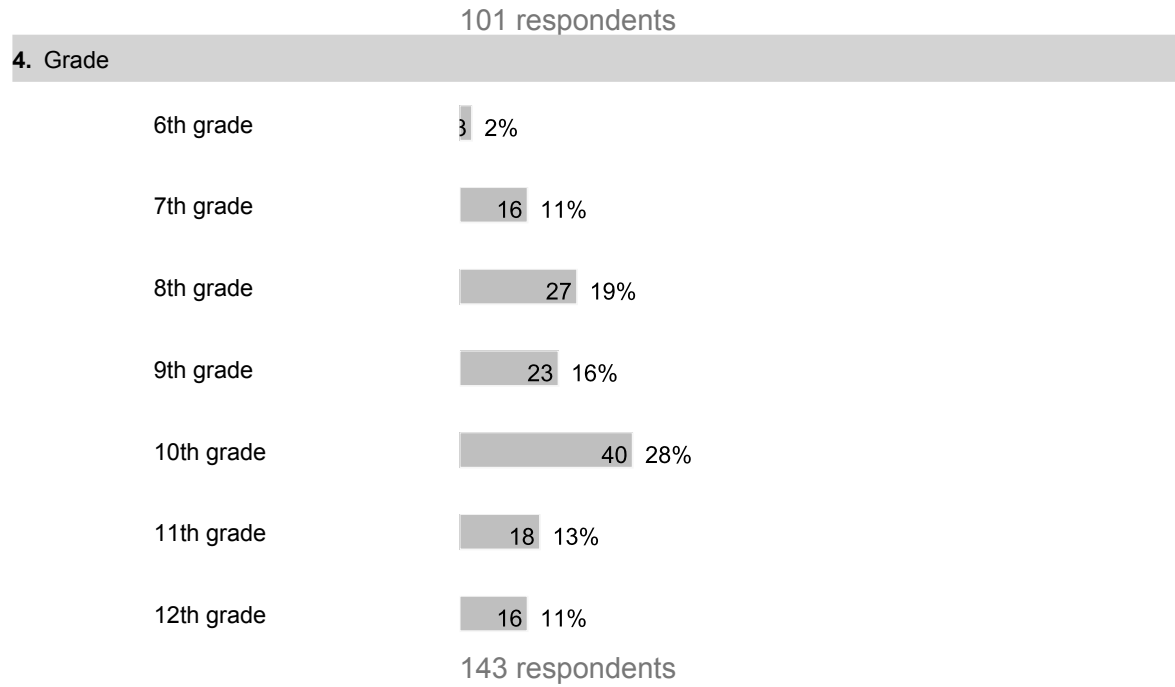
Two or more races 15 14%

106 respondents

3. Ethnicity

Hispanic 5 5%

Not Hispanic or Latino 96 95%





Student Survey (Middle and High)_092523

run on 02/05/2024

Student Survey (Middle and High) for Schools

1 survey(s) 148 response(s)

AdvancED Certified Content

C. Purpose and Direction

Section score: 4.2 Network average: 3.52

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. In my school, programs and services are available to help me succeed.	57	64	22	3	1	1
	39%	43%	15%	2%	1%	1%
	148 respondents					
2. In my school, the purpose and expectations are clearly explained to me and my family.	58	64	25	1	0	0
	39%	43%	17%	1%	0%	0%
	148 respondents					
3. In my school, a high quality education is offered.	111	27	9	0	0	1
	75%	18%	6%	0%	0%	1%
	148 respondents					

4. In my school, all students are treated with respect.	38	57	32	17	4	0
	26%	39%	22%	11%	3%	0%
148 respondents						
5. In my school, teachers work together to improve student learning.	62	56	23	3	2	2
	42%	38%	16%	2%	1%	1%
148 respondents						

D. Governance and Leadership

Section score: 3.91 Network average: 3.41

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. In my school, rules are applied equally to all students.	41	47	26	23	10	1
	28%	32%	18%	16%	7%	1%
	148 respondents					
2. In my school, students treat adults with respect.	37	69	33	9	0	0
	25%	47%	22%	6%	0%	0%
	148 respondents					
3. In my school, the principal and teachers have high expectations of me.	62	66	15	1	3	1
	42%	45%	10%	1%	2%	1%
	148 respondents					

E. Teaching and Assessing for Learning

Section score: 4.08 Network average: 3.48

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. My school gives me multiple assessments to check my understanding of what was taught.	69	66	12	1	0	0
	47%	45%	8%	1%	0%	0%
	148 respondents					
2. My school provides me with challenging curriculum and learning experiences.	97	40	9	1	1	0
	66%	27%	6%	1%	1%	0%
	148 respondents					
3. My school prepares me to deal with issues I may face in the future.	40	52	32	15	8	1
	27%	35%	22%	10%	5%	1%
	148 respondents					
4. My school motivates me to learn new things.	50	60	23	10	4	1
	34%	41%	16%	7%	3%	1%
	148 respondents					
5. My school offers opportunities for my family to become involved in school activities and my learning.	32	66	37	9	2	2

	22%	45%	25%	6%	1%	1%
	148					
	respondents					
6. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.	51	47	40	5	4	1
	34%	32%	27%	3%	3%	1%
	148					
	respondents					
7. My school provides learning services for me according to my needs.	52	60	22	4	5	5
	35%	41%	15%	3%	3%	3%
	148					
	respondents					
8. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.	69	58	14	5	2	0
	47%	39%	9%	3%	1%	0%
	148					
	respondents					
9. All of my teachers change their teaching to meet my learning needs.	31	45	48	16	6	2
	21%	30%	32%	11%	4%	1%
	148					
	respondents					
10. All of my teachers explain their expectations for learning and behavior so I can be successful.	61	62	19	6	0	0
	41%	42%	13%	4%	0%	0%
	148					
	respondents					
11. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	71	67	9	1	0	0
	48%	45%	6%	1%	0%	0%
	148					
	respondents					

12. All of my teachers provide me with information about my learning and grades.	75	52	15	4	2	0
	51%	35%	10%	3%	1%	0%
	148 respondents					
13. All of my teachers keep my family informed of my academic progress.	46	57	28	13	3	1
	31%	39%	19%	9%	2%	1%
	148 respondents					
14. All of my teachers fairly grade and evaluate my work.	63	59	16	7	3	0
	43%	40%	11%	5%	2%	0%
	148 respondents					

F. Resources and Support Systems

Section score: 4.05 Network average: 3.43

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.	71	55	19	1	2	0
	48%	37%	13%	1%	1%	0%
	148 respondents					
2. In my school, students respect the property of others.	23	48	45	23	9	0
	16%	32%	30%	16%	6%	0%
	148 respondents					
3. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).	68	60	14	6	0	0
	46%	41%	9%	4%	0%	0%
	148 respondents					
4. In my school, computers are up-to-date and used by teachers to help me learn.	65	55	15	10	2	1
	44%	37%	10%	7%	1%	1%
	148 respondents					
5. In my school, students help each other even if they are not friends.	44	61	32	7	3	1

	30%	41%	22%	5%	2%	1%
	148					
	respondents					
6. In my school, I can participate in activities that interest me.	55	61	19	8	5	0
	37%	41%	13%	5%	3%	0%
	148					
	respondents					
7. In my school, I have access to counseling, career planning, and other programs to help me in school.	67	58	17	3	2	1
	45%	39%	11%	2%	1%	1%
	148					
	respondents					

G. Using Results for Continuous Improvement

Section score: 3.86 Network average: 3.33

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. My school shares information about school success with my family and community members.	42	67	28	7	2	2
	28%	45%	19%	5%	1%	1%
	148 respondents					
2. My school considers students' opinions when planning ways to improve the school.	36	45	36	18	13	0
	24%	30%	24%	12%	9%	0%
	148 respondents					
3. My school prepares me for success in the next school year.	56	62	22	6	1	1
	38%	42%	15%	4%	1%	1%
	148 respondents					

H. Open-Ended Questions

1. What do you like best about your school?
2. What do you like least about your school?
3. What is one suggestion you would like to offer to improve your school?

Parent Survey_092223

run on 02/05/2024



surveys





Parent Survey_092223

run on 02/05/2024



Parent Survey for Schools

1 survey(s) 141 response(s)

Report Filters

School:

N/A

Race:

N/A

Grade:

N/A

Gender:

N/A

Ethnicity:

N/A

Tag:

N/A



Parent Survey_092223

run on 02/05/2024



Parent Survey for Schools

1 survey(s) 141 response(s)



AdvancED Certified Content

Report Summary

Overall Score: 4.62

Network Average: 4.06



By Survey Section

Section Score | Network Average

Purpose and Direction: 4.47

Network Average: 4.07



Governance and Leadership: 4.6

Network Average: 4.09



Teaching and Assessing for Learning: 4.49

Network Average: 4.07



Resources and Support Systems: 4.62

Network Average: 4.04



Using Results for Continuous Improvement: 4.5

Network Average: 4.07





Parent Survey_092223

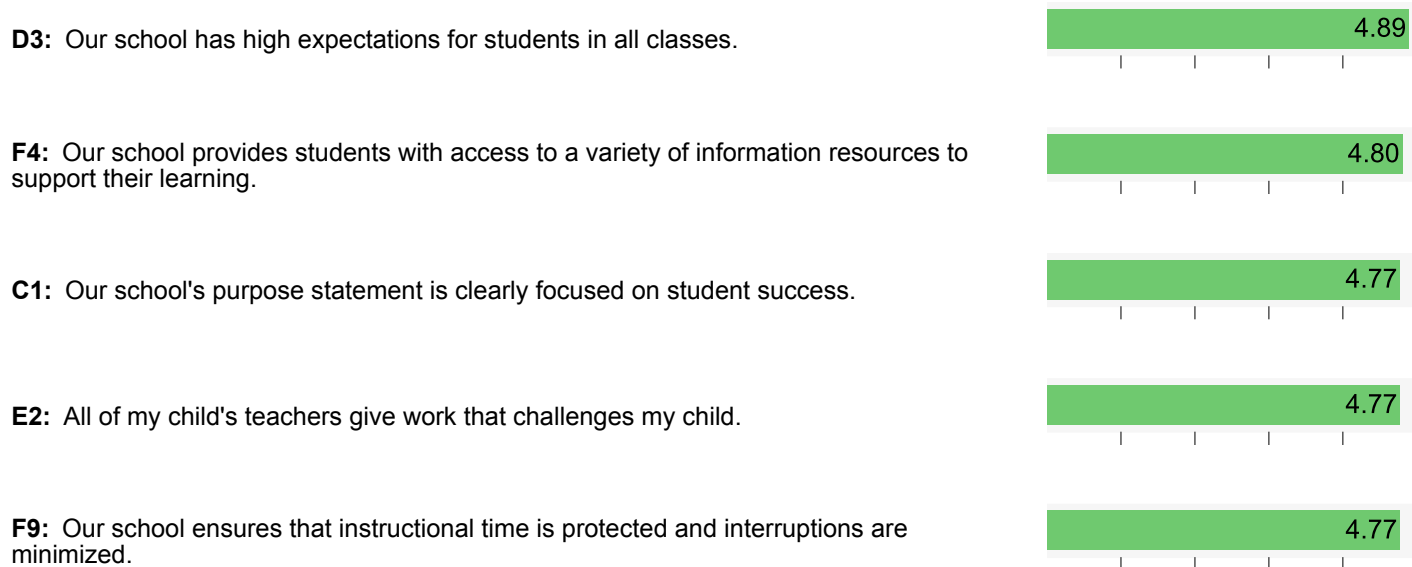
run on 02/05/2024

Parent Survey for Schools

1 survey(s) 141 response(s)

AdvancED Certified Content

Highest Scoring Items





Parent Survey_092223
run on 02/05/2024

Parent Survey for Schools

1 survey(s) 141 response(s)

AdvancED Certified Content

Lowest Scoring Items

C2: Our school's purpose statement is formally reviewed and revised with involvement from parents.



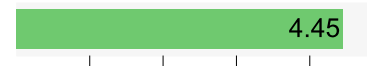
E6: All of my child's teachers help me to understand my child's progress.



E7: All of my child's teachers keep me informed regularly of how my child is being graded.



E9: My child sees a relationship between what is being taught and his/her everyday life.



D2: Our school's governing body does not interfere with the operation or leadership of our school.





Parent Survey_092223

run on 02/05/2024



Parent Survey for Schools

1 survey(s) 141 response(s)



AdvancED Certified Content

Demographics

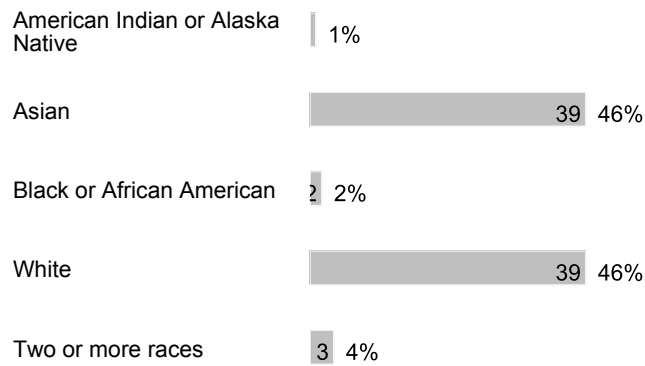
Number of Responses | Percentages of Total Responses

1. Gender



101 respondents

2. Race



84 respondents

3. Ethnicity



Not Hispanic or Latino 81 99%

82 respondents

4. Grade

5th grade 1%

6th grade 1%

7th grade 13 10%

8th grade 21 16%

9th grade 20 15%

10th grade 36 27%

11th grade 23 17%

12th grade 19 14%

135 respondents



Parent Survey_092223

run on 02/05/2024

Parent Survey for Schools

1 survey(s) 141 response(s)

AdvancED Certified Content

C. Purpose and Direction

Section score: 4.47 Network average: 4.07

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. Our school's purpose statement is clearly focused on student success.	108	29	2	0	2	0
	77%	21%	1%	0%	1%	0%
	141 respondents					
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	65	34	32	2	4	4
	46%	24%	23%	1%	3%	3%
	141 respondents					
3. Our school has established goals and a plan for improving student learning.	98	32	7	3	1	0
	70%	23%	5%	2%	1%	0%
	141 respondents					

D. Governance and Leadership

Section score: 4.6 Network average: 4.09

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. Our school's governing body operates responsibly and functions effectively.	88	37	9	0	1	6
	62%	26%	6%	0%	1%	4%
	141 respondents					
2. Our school's governing body does not interfere with the operation or leadership of our school.	75	35	20	0	0	11
	53%	25%	14%	0%	0%	8%
	141 respondents					
3. Our school has high expectations for students in all classes.	122	18	1	0	0	0
	87%	13%	1%	0%	0%	0%
	141 respondents					
4. Our school shares responsibility for student learning with its stakeholders.	84	37	9	2	0	9
	60%	26%	6%	1%	0%	6%
	141 respondents					
5. Our school communicates effectively about the school's goals and activities.	103	31	5	1	1	0

	73%	22%	4%	1%	1%	0%
	141					
	respondents					
6. Our school provides opportunities for stakeholders to be involved in the school.	88	31	17	0	0	5
	62%	22%	12%	0%	0%	4%
	141					
	respondents					

E. Teaching and Assessing for Learning

Section score: 4.49 Network average: 4.07

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	94	43	0	3	1	0
	67%	30%	0%	2%	1%	0%
	141 respondents					
2. All of my child's teachers give work that challenges my child.	105	35	0	1	0	0
	74%	25%	0%	1%	0%	0%
	141 respondents					
3. All of my child's teachers use a variety of teaching strategies and learning activities.	97	33	7	1	2	1
	69%	23%	5%	1%	1%	1%
	141 respondents					
4. All of my child's teachers meet his/her learning needs by individualizing instruction.	79	36	18	4	3	1
	56%	26%	13%	3%	2%	1%
	141 respondents					
5. All of my child's teachers work as a team to help my child learn.	87	29	18	2	0	5

	62%	21%	13%	1%	0%	4%
	141					
	respondents					
	72	37	17	9	1	5
6. All of my child's teachers help me to understand my child's progress.	51%	26%	12%	6%	1%	4%
	141					
	respondents					
	70	44	14	8	2	3
7. All of my child's teachers keep me informed regularly of how my child is being graded.	50%	31%	10%	6%	1%	2%
	141					
	respondents					
	79	39	12	4	3	4
8. All of my child's teachers report on my child's progress in easy to understand language.	56%	28%	9%	3%	2%	3%
	141					
	respondents					
	78	39	16	5	0	3
9. My child sees a relationship between what is being taught and his/her everyday life.	55%	28%	11%	4%	0%	2%
	141					
	respondents					
	97	42	1	1	0	0
10. My child knows the expectations for learning in all classes.	69%	30%	1%	1%	0%	0%
	141					
	respondents					
	85	29	14	2	3	8
11. My child has at least one adult advocate in the school.	60%	21%	10%	1%	2%	6%
	141					
	respondents					

12. My child is given multiple assessments to measure his/her understanding of what was taught.	87	47	7	0	0	0
	62%	33%	5%	0%	0%	0%
141 respondents						
13. My child has up-to-date computers and other technology to learn.	106	30	2	1	2	0
	75%	21%	1%	1%	1%	0%
141 respondents						
14. My child has access to support services based on his/her identified needs.	93	35	8	2	1	2
	66%	25%	6%	1%	1%	1%
141 respondents						

F. Resources and Support Systems

Section score: 4.62 Network average: 4.04

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. Our school provides qualified staff members to support student learning.	105	29	4	2	1	0
	74%	21%	3%	1%	1%	0%
	141 respondents					
2. Our school provides an adequate supply of learning resources that are current and in good condition.	101	36	2	1	0	1
	72%	26%	1%	1%	0%	1%
	141 respondents					
3. Our school provides a safe learning environment.	115	20	3	2	1	0
	82%	14%	2%	1%	1%	0%
	141 respondents					
4. Our school provides students with access to a variety of information resources to support their learning.	109	26	5	1	0	0
	77%	18%	4%	1%	0%	0%
	141 respondents					
5. Our school provides excellent support services (e.g., counseling, and/or career planning).	95	24	11	7	4	0

	67%	17%	8%	5%	3%	0%
	141					
	respondents					
	90	32	12	7	0	0
6. Our school provides opportunities for students to participate in activities that interest them.	64%	23%	9%	5%	0%	0%
	141					
	respondents					
	98	36	3	3	1	0
7. Our school ensures that the facilities support student learning.	70%	26%	2%	2%	1%	0%
	141					
	respondents					
	85	30	12	1	0	13
8. Our school ensures the effective use of financial resources.	60%	21%	9%	1%	0%	9%
	141					
	respondents					
	108	22	5	1	0	5
9. Our school ensures that instructional time is protected and interruptions are minimized.	77%	16%	4%	1%	0%	4%
	141					
	respondents					

G. Using Results for Continuous Improvement

Section score: 4.5 Network average: 4.07

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
	5	4	3	2	1	
	Number of Responses					
	Percentage of Total Responses					
1. Our school ensures that all staff members monitor and report the achievement of school goals.	84	31	18	2	0	6
	60%	22%	13%	1%	0%	4%
	141 respondents					
2. My child is prepared for success in the next school year.	105	26	7	0	1	2
	74%	18%	5%	0%	1%	1%
	141 respondents					
3. My child has administrators and teachers that monitor and inform me of his/her learning progress.	84	33	12	10	1	1
	60%	23%	9%	7%	1%	1%
	141 respondents					

H. Open-Ended Questions

1. What do you like best about our school?
2. What do you like least about our school?
3. What is one suggestion you would like to offer to improve our school?

Climate & Culture Teacher Survey_092523

run on 02/05/2024



surveys





Climate & Culture Teacher Survey_092523

run on 02/05/2024



Climate & Culture Teacher Survey

1 survey(s) 17 response(s)

Report Filters

School:
N/A

Ethnicity:
N/A

Term:
N/A

Gender:
N/A

Role:
N/A

Tag:
N/A

Race:
N/A

Experience:
N/A



Climate & Culture Teacher Survey_092523

run on 02/05/2024

Climate & Culture Teacher Survey

1 survey(s) 17 response(s)

AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender



16 respondents

2. Race



16 respondents

3. Ethnicity



16 respondents

4. Role



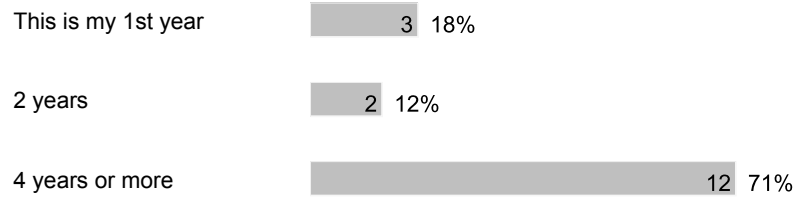
17 respondents

5. Experience



17 respondents

6. Term



17 respondents



Climate & Culture Teacher Survey_092523

run on 02/05/2024



Climate & Culture Teacher Survey

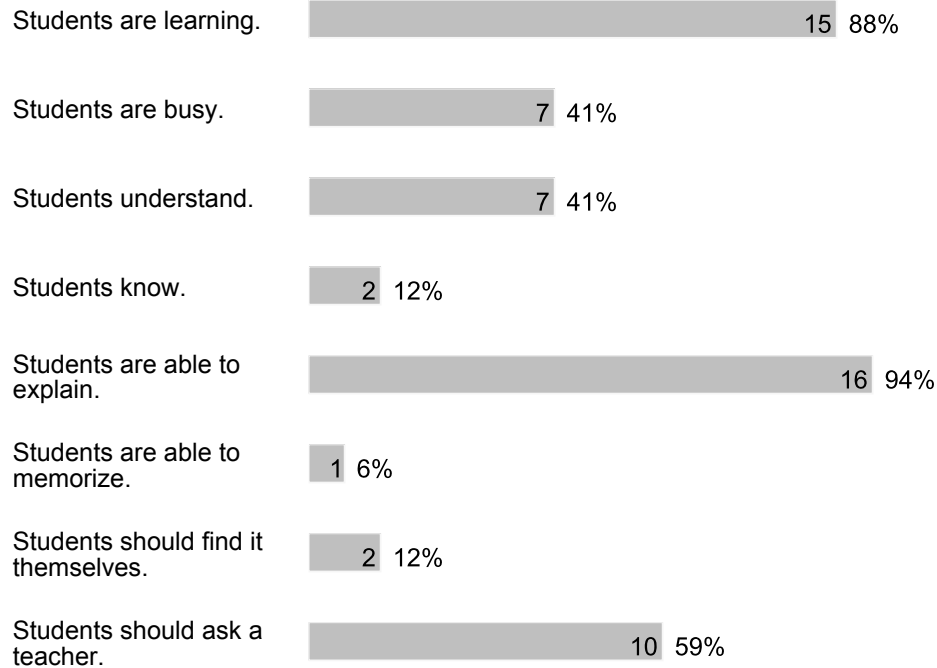
1 survey(s) 17 response(s)

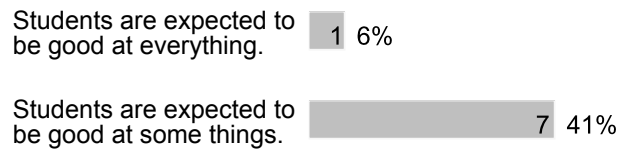


AdvancED Certified Content

C. Climate and Culture Questions

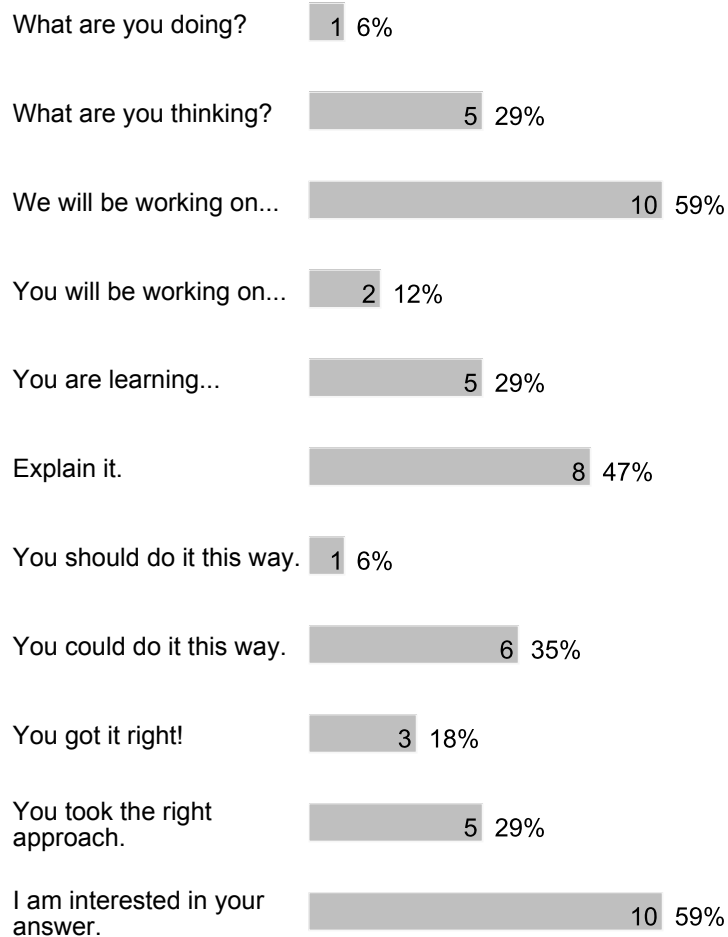
1. Which four of the following words or phrases best describe, in general, the expectations for students at your school?





17 respondents

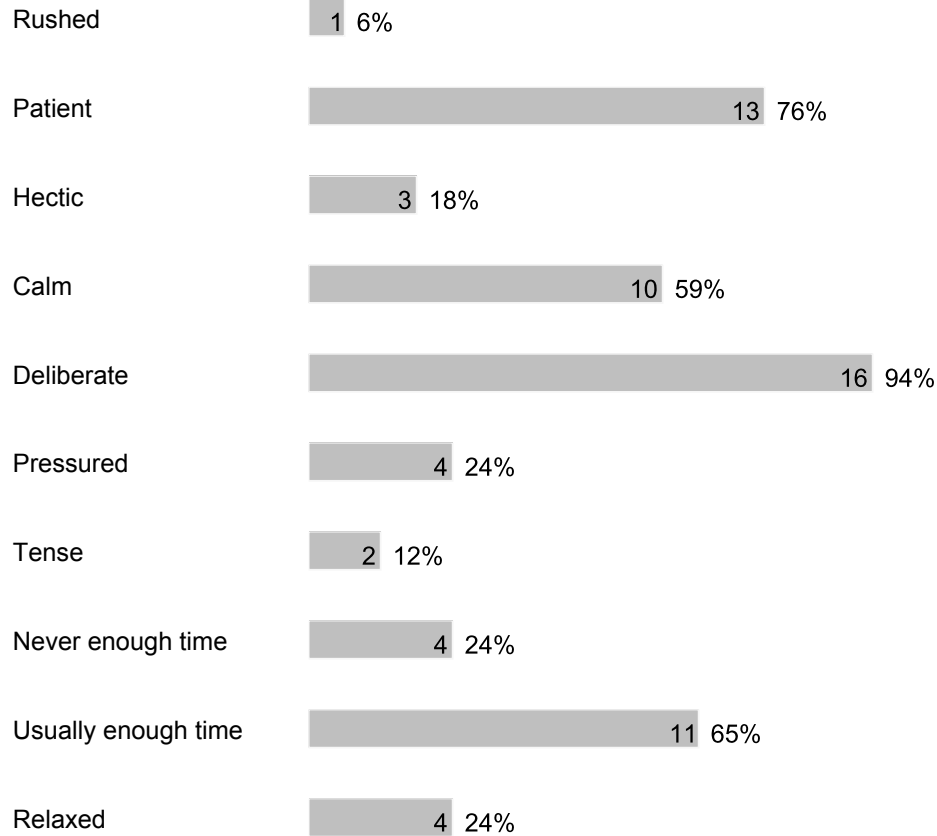
2. Which four of the following phrases best describe, in general, the kinds of things you say to your students?



I am interested in your thinking. 12 71%

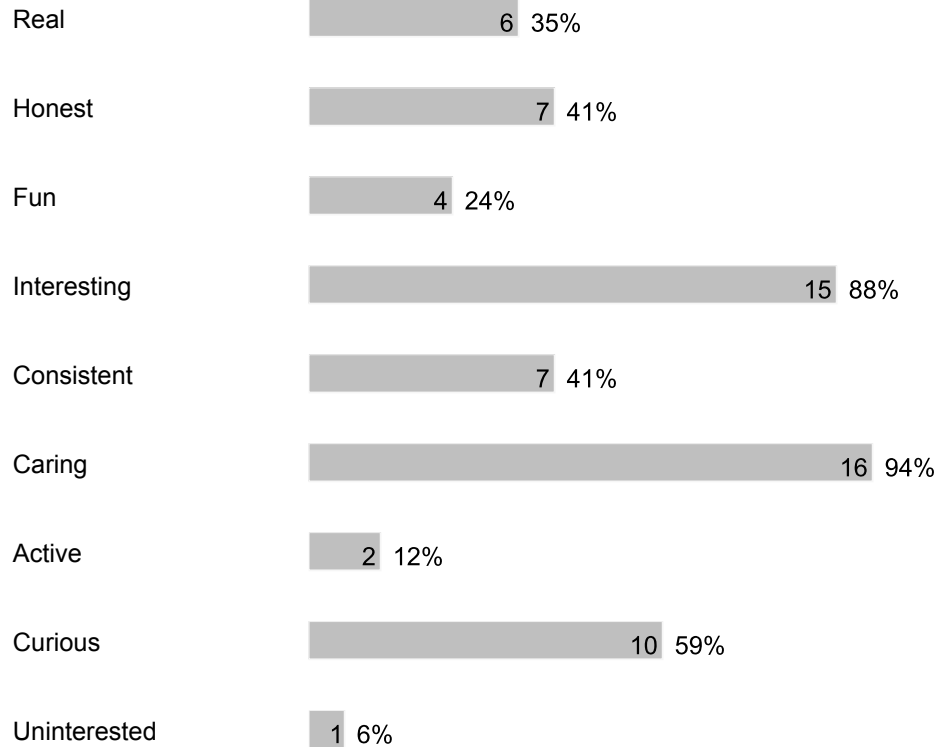
17 respondents

3. Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?



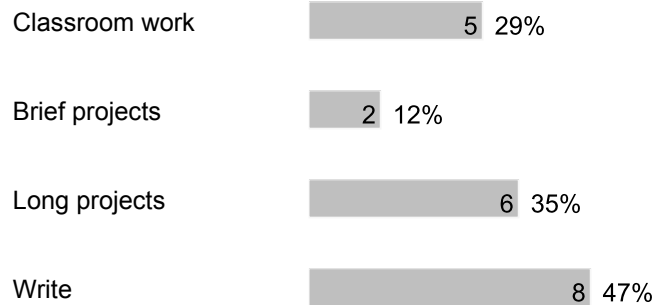
17 respondents

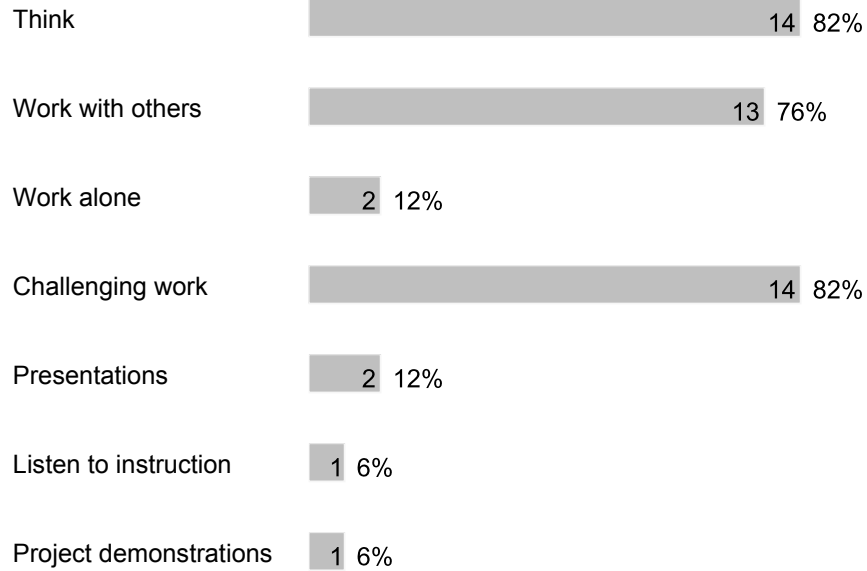
4. Which four of the following words or phrases best describes what you think of your colleagues, in general?



17 respondents

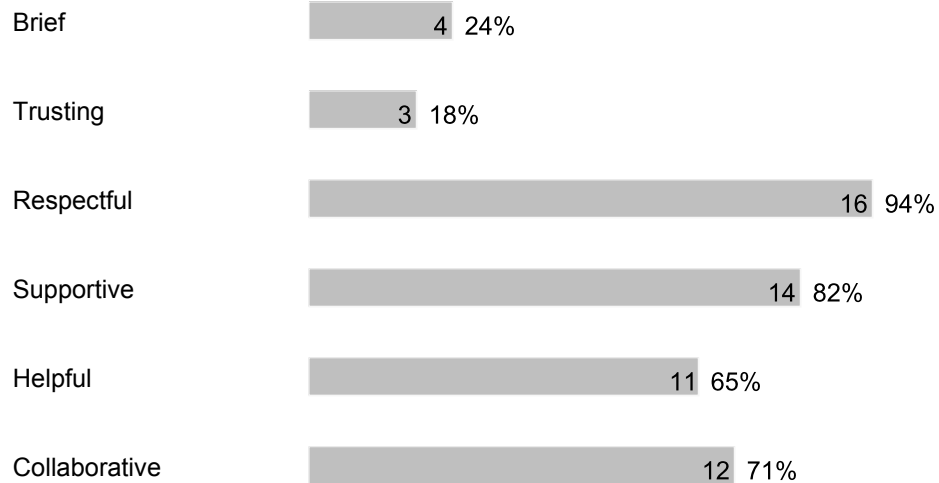
5. Which four of the following words or phrases best describe, in general, what students most often DO in your classroom?

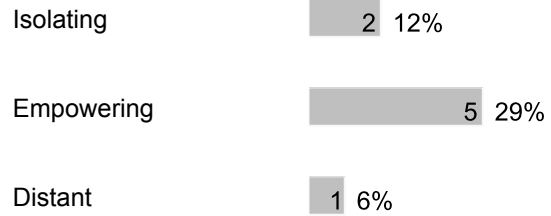




17 respondents

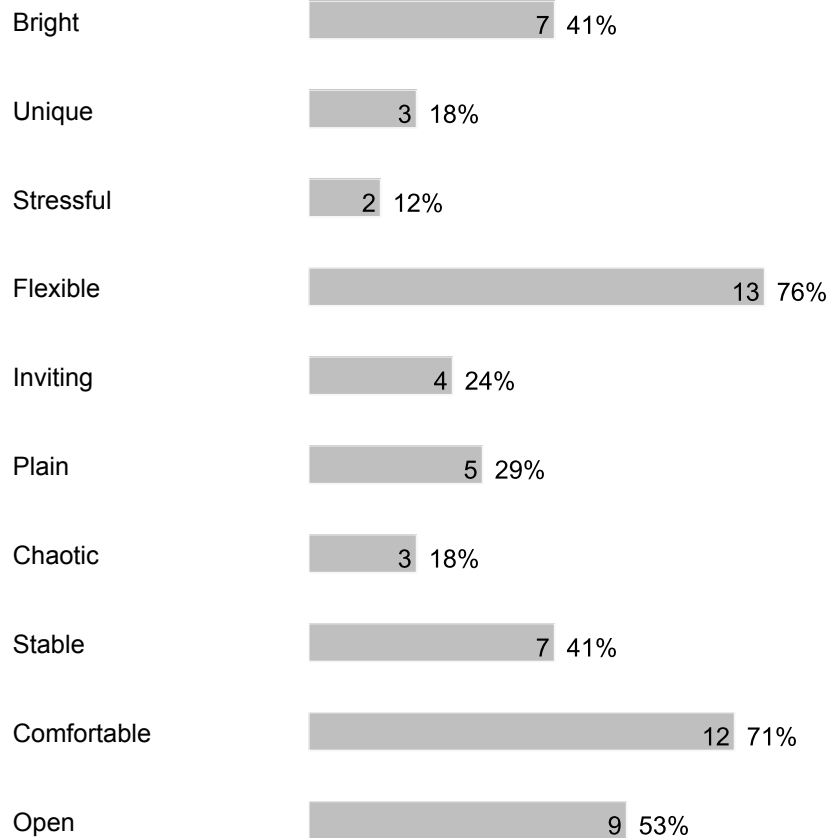
6. Which four of the following words best describe the interactions you have with other teachers at your school?





17 respondents

7. Which four of the following words best describe, in general, the physical spaces in which you spend most of your time while at your school?



Closed 3 18%

17 respondents

8. Which four of the following words best describe, in general, how you feel while at work?

Happy 8 47%

Challenged 12 71%

Interested 7 41%

Appreciated 13 76%

Pressured 2 12%

Encouraged 7 41%

Confused 1 6%

Excited 4 24%

Supported 13 76%

Tired 1 6%

17 respondents



College Updates – February 5, 2024
Class of 2024

Students: 25

Number of Applications: 383 (Early and Regular)

Number of Colleges: 123

Acceptances: 65 (to 51 different colleges listed below)

Deferrals: 20

Denials: 13

Colorado State University (Fort Collins)	University College London
Cornell University	University of Chicago
Creighton University	University of Georgia
Dominican University	University of Illinois at Chicago
Florida Institute of Technology	University of Maryland (Baltimore County)
Fordham University	University of Maryland (College Park)
Georgia Institute of Technology	University of Massachusetts (Amherst)
Hofstra University	University of Michigan
Indiana University (Bloomington)	University of Minnesota (Twin Cities)
Johns Hopkins University	University of Missouri (Kansas City)
Knox College	University of Nevada (Reno)
Massachusetts Institute of Technology	University of North Carolina at Chapel Hill
North Carolina State University	University of Oklahoma
Oregon Institute of Technology	University of Oregon
Oregon State University	University of Oxford
Penn State University (University Park)	University of Pittsburgh (Pittsburgh)
Providence College	University of South Florida (Main Campus)
Purdue University (Main Campus)	University of St Andrews
Reed College	University of Toronto Mississauga

Santa Clara University

Seton Hall University

Stanford University

The Ohio State University

The University of Texas at Dallas

Tiffin University

Union College

University of Virginia (Main Campus)

University of Wisconsin (Madison)

Washington & Jefferson College

Westminster University

Worcester Polytechnic Institute

Yale University



Media and Outreach Updates February 2024

Media Updates/ Notable Website Mentions

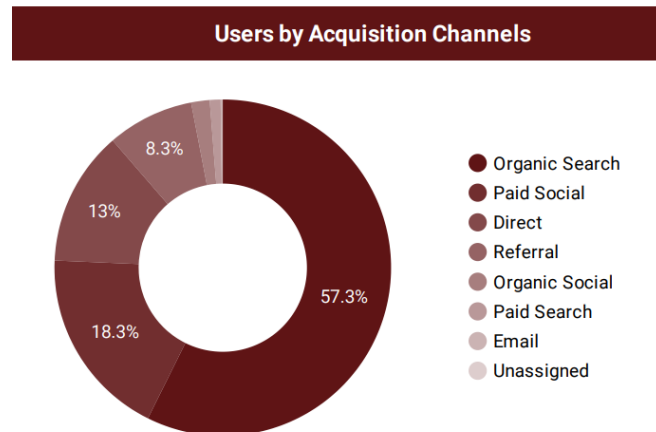
- *Davidson Academy wins fifth consecutive Nevada Science Bowl title*
February 5, 2024 – Nevada National Security Sites (Highlights Davidson Academy Science Bowl teams placing in 1st and 2nd place in the Nevada Science Bowl)
<https://nss.gov/news/article/davidson-academy-wins-fifth-consecutive-nevada-science-bowl-title/>
- *PRESS RELEASE: Nevada Students Selected for United States Senate Youth Program*
January 9, 2024 – U.S. Senate Youth Program (Davidson Academy senior Max Grinstein was selected for the program. He will travel to Washington D.C. and join Senator Catherine Cortez Masto and Senator Jacky Rosen to represent Nevada for the 62nd annual USSYP Washington Week)
<https://www.davidsonacademy.unr.edu/wp-content/uploads/2024/01/Nevada.pdf>
- *Candidates for the U.S. Presidential Scholars Program*
January 2024 – U.S. Dept. of Education (Includes a listing of numerous Davidson Academy students)
<https://www2.ed.gov/programs/psp/2024/candidates.pdf>
- *7 Best Public Schools In The USA For Your Child's Bright Future*
December 14, 2023 – The Education Magazine (Includes the Davidson Academy on their ranking)
<https://www.theeducationmagazine.com/best-public-schools-in-the-usa/>

Davidson Academy Website Metrics

(2023 Recap)

- In 2023, we focused on gaining new, relevant keyword rankings for Davidson Academy and transferring online education content and Prepared by KPS3 3 associated rankings to Davidson Academy Online. While total session volume from organic search didn't increase as dramatically as with the Davidson Institute, we saw a massive increase in engagement, seeing a 27% increase in conversions year over year. A few highlights include:
 - *individual learning plan for gifted students* went from unranked to #1 with the new content piece [The Differences Between Gifted Individualized Education Plans & Gifted Education](#). This keyword has 40 monthly searches.
 - *underachieving gifted students* went from #2 to #1. This keyword has 40 monthly searches.
 - *which is the most common profile of gifted learners* went from unranked to #1. This keyword has 40 monthly searches.

December 2023:



Organic search: search engines such as Google

Direct: directly visiting our website

Referral: Arriving on our website via a link from another website, such as NAGC or a news article

Social: Social Media such as Facebook and Twitter

Top Viewed Pages

Page title	Pageviews	% Δ
How to Apply - Davidson Academy	3,964	-6.1% ↓
Davidson Academy: A School for Highly Gifted Students	3,799	-17.5% ↓
Eligibility - Davidson Academy	1,569	-24.6% ↓
Profoundly Gifted Student Characteristics Davidson Academy	1,132	-15.6% ↓
Types of Behavioral Problems Gifted Children Face Davidson	1,037	-27.2% ↓
Underachievement in Gifted Students - Davidson Academy	955	-20.7% ↓
What Does Profoundly Gifted Mean? Davidson Academy	896	-11.9% ↓
Testing Requirements: Grades 6 and Below - Davidson Academy	818	-2.3% ↓
Testing Requirements: Grades 7 and Above - Davidson Academy	763	24.9% ↑
Tuition - Davidson Academy	642	2.2% ↑
Davidson Academy Admissions	548	-18.5% ↓
How Does a Child Get into a Gifted Program? Davidson Academy	395	-10.2% ↓
About Us - Davidson Academy	274	5.4% ↑
School Profile - Davidson Academy	240	-18.1% ↓
Ability Grouping for Gifted Students Davidson Academy	237	364.7% ↑
Tours & Open Houses - Davidson Academy	218	-19.6% ↓
Gifted Classes Davidson Academy Reno	212	-18.1% ↓

Sessions by City (P/P)

	City	Sessions ▾	% Δ
1.	(not set)	978	-22.7% ↓
2.	Reno	709	-36.8% ↓
3.	Los Angeles	370	-11.5% ↓
4.	San Jose	358	-19.6% ↓
5.	New York	309	-18.9% ↓
6.	Chicago	288	9.1% ↑
7.	Las Vegas	210	-28.8% ↓
8.	Dallas	198	32.0% ↑
9.	Atlanta	148	-37.3% ↓

Ongoing Outreach

Davidson Institute Eligibility Assessment Partnership

Partnership with Northwestern University's Center for Talent Development (CTD) to offer the opportunity to take an official practice SAT for 6th-10th grade students, and an Iowa Test of Basic Skills (ITBS) for 3rd-5th grade students; scores can be used to apply for the Davidson Academy.

- SAT test administration dates (held virtually):
 - December 2
 - January 7
 - January 20
 - March 24 - (upcoming)
 - April 20 - (upcoming)
- ITBS test administration dates (held virtually):
 - November 11
 - November 12
 - March 23 - (upcoming)
 - March 24 – (upcoming)
 - April 6 - (upcoming)
 - April 7 – (upcoming)

Davidson Academy eNewsletter – distributed every other month to 6,000 recipients

- [February 2024](#)
- [January 2024](#)
- [November 2023](#)

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 18,000 recipients

- [January 2024](#)
- [November 2023](#)

Social Media

- Instagram - <https://www.instagram.com/thedavidsonacademy/>
- Facebook - <https://www.facebook.com/TheDavidsonAcademy/>
- Twitter - <https://twitter.com/TheDavidsonAcad>
- YouTube - <https://www.youtube.com/user/DavidsonAcademyNV>
- LinkedIn - <https://www.linkedin.com/school/davidsonacademy/>