



THE DAVIDSON ACADEMY

GOVERNING BOARD MEETING
February 18, 2020



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Tuesday, February 18, 2020, in the Tahoe Room at the Davidson Academy, located at 1164 North Virginia Street, Reno, Nevada 89503.

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 MINUTES *(for possible action)* **Tab 1**

The Board will review and possibly approve minutes for the Governing Board Meeting held on November 4, 2019.

E. 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.

F. REPORTS*

1. ACADEMY DIRECTOR* **Tabs 2-4**

- a. Davidson Academy staff will provide general program updates for the Davidson Academy.

2. DIRECTOR OF ONLINE LEARNING* **Tabs 5-6**

- a. Davidson Academy staff will provide updates regarding the online learning program.

3. MEDIA AND OUTREACH* **TAB 7**

- a. Davidson Academy staff will provide updates regarding media and outreach efforts.

G. GENERAL BUSINESS*

H. 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.

I. ADJOURNMENT (for possible action)

Remaining 2020 Meeting Dates

- Monday, May 11, 2020 Public Hearing on proposed 2020-21 budget (meeting location Community Room, PBS Reno, 1670 N. Virginia St.)
- Tuesday, May 26, 2020
- Monday, September 21, 2020
- Monday, November 9, 2020

CERTIFICATE OF POSTING OF THIS AGENDA

I hereby certify that In accordance with NRS 241.020, on or before Wednesday, February 12, 2020, 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 at the following locations:

1. The Davidson Academy, Reno, NV
2. Notice.NV.gov
3. The E.L. Cord Public Telecommunications Center, Reno, NV
4. Washoe County Library Downtown Reno Branch, Reno, NV
5. Mathewson-IGT Knowledge Center, University of Nevada, Reno
6. Offices of Davidson Institute for Talent Development, Reno, NV

/s/ August Reich
Clerk of the Board
Email: areich@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 Dr. Marc Johnson

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 supporting material for an item on the agenda are available for public inspection at the business office of the Academy at 9665 Gateway Drive, Ste. B, Reno, NV 89521, and may be requested by contacting Aimee Fredericks 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 4, 2019

These Minutes are not yet approved and are subject to revision at the next meeting of the Governing Board.

Call to Order

The regular meeting of the Governing Board was called to order at 2:04 p.m. in the Tahoe Room at The Davidson Academy located at 1164 N Virginia St, Reno Nevada 89503.

A. Roll Call

Roll call was completed by the Chair of the Meeting, Bob Davidson. Roger Davidson, Mark Herron, Brian Krolicki, Richard Trachok, and Patricia Richard (representing Dr. Marc Johnson) were present. Lauralyn McCarthy Sandoval and Dr. Kristen McNeill joined the meeting by conference call. Annette Whittemore and Jhone Ebert were not present. Academy Director Colleen Harsin, the Director of Online Learning Stacy Hawthorne, and controller Karin Dixon were present.

B. Welcome and Introduction

Bob Davidson welcomed Board members present and members of the public in attendance.

C. Public Comments

Bob Davidson welcomed members of the public attending the meeting. There were no comments from the public.

D. Approval of Minute for Meeting of September 16, 2019

Bob Davidson requested approval of the minutes for the meeting of September 16, 2019, under Tab 1 of the Board book. Motion was made and seconded for approval of the minutes as submitted. There was no discussion and the motion carried unanimously.

E. Approval of Agenda

Bob Davidson requested approval of the Agenda as submitted to the Board. Motion was made and seconded for approval of the meeting Agenda. There was no discussion and the motion carried unanimously.

F. Reports

1. Academy Director

Davidson Academy Director, Colleen Harsin, referred to Tab 2 to discuss the weekly dispatch. Ms. Harsin explained that families asked her for more information about what is happening within the school. This led Ms. Harsin to take over the weekly dispatch

which is a weekly report emailed to families and students. Ms. Harsin explained that in recent parent meetings, families have expressed that the dispatches are helpful and should continue. Mr. Trachok asked how this has been received. Ms. Harsin stated that the dispatch has been received fairly well. Ms. Harsin further explained that these weekly dispatch emails along with help from parent volunteers is helping accomplish one of Academy's goals which is to work closer together with families.

Ms. Harsin referred to tab 3 with the Davidson Academy club schedule. Ms. Harsin explained that the club schedule includes new and long standing clubs that are driven based on student interest. These clubs take part in fundraising for activities that they would like to participate in, along with fundraising to help better the community.

Ms. Harsin referred to tab 4 with a letter that was sent out to the Reno Campus parents regarding the pledge drive that helps raise money for the Educational Opportunities Fund. This fund assists students to pay for travel expenses, lodging expenses, and other competition fees, as well as University fees for classes that surpass high school graduation requirements. To access the funds, students fill out an application and the funds are disbursed based on the needs of the students. Mr. Krolicki asked how these funds are handled, specifically if the funds are deposited into a separate account. Karin Dixon, the controller for the Davidson Academy, explained that all funds are held in one checking account but on the balance sheet all of the money is segregated so at any given time we know how much is in the fund. Mr. Krolicki then asked how monies are generated and how they are disbursed. Ms. Dixon explained that money is generated through fundraising and donations. Money is disbursed by check after the needs have been reviewed by Colleen Harsin, the payment is processed by Karin Dixon, then the check is signed by Mark Herron. Mr. Trachok and Bob Davidson asked if the accounts should be separate. Mr. Herron explained that since the operations fall within the same tax payer ID number, having a second account would not change the function. Mr. Trachok suggested that we double check if we should be using a second account. Mr. Herron stated that this is something they will look into to ensure they are following best practice. Bob Davidson mentioned that the auditors do not find this to be an issue.

Mark Herron followed up on a question posed by Richard Trachok at the last board meeting. Mr. Trachok asked if the proportion of instructional expenses vs. support expense at the Academy was appropriate. Mr. Herron started by noting that Statement of Activities in the audit report that Mr. Trachok was referring to summarizes a \$4.4 million annual budget into six expense categories. This aggregation is useful for the auditors but obscures a lot of detail. Mr. Herron also noted that comparable data is difficult to obtain. Public school districts operate at a vastly different scale than the Academy. Private school data is either not available or is presented in a highly aggregated form. Also making comparisons difficult is the fact that about 30% of the Reno campus instruction (measured by credit hours) is done via university courses the cost of which (reimbursed tuition) is not captured in instructional wages and benefits. Similarly, about 30% of the online program's instruction expense is done by teachers working for a third party and is not captured in wages and benefits.

When the numbers are compiled in a way that better reflects how funds are expended, for the 2019 fiscal year, 51.3% of expenses were spent on direct instruction (including UNR tuition); another 16.2% went toward curriculum support, guidance, assessment and student information technology support, for a total of 67.5% direct instructional support. 7.9% of total expense was facility and security related and 2.1% for student transportation. So, 77.4% of expenses are directly related to instruction and student support. The balance of 22.6% went toward the fiscal management, human resources, legal, and the directors of the Reno and online programs.

Mr. Trachok said this was responsive to his question and he thanked Mr. Herron.

2. Director of Online Learning

Director of Online Learning, Stacy Hawthorne, referred to tab 5 to report updates regarding the Davidson Academy's Online campus. Ms. Hawthorne stated that the online campus has 19 new student applications in progress. The online campus held an assessment in October and a second assessment will be held in November. This is earlier in comparison to the first assessment last year first which was held in January. Ms. Hawthorne explained that the online campus's assessment has been revised to more closely align to the assessment process utilized at the Reno campus. The change reduces the amount of time online applicants have to complete their assessment from two weeks to four days.

Ms. Hawthorne discussed upcoming recruiting events that are scheduled to take place in Southern California, Georgia, Houston, and Philadelphia. These events are being held in places where current online campus students live. Ms. Hawthorne explained that it is to have current students come to the events to share their perspective. Mr. Krolicki asked how the online campus recruits in communities that do not have any Davidson Academy Online students. Ms. Hawthorne explained that in previous years they have recruited by using the Davidson Young Scholar database to spread information about upcoming recruiting events. Ms. Hawthorne also stated that we regularly reach out to state and local gifted organizations to share information about the Davidson Academy.

Ms. Hawthorne spoke about a recent presentation that she gave with Dr. Potts on TILT Parenting. The presentation discussed how to support and educate profoundly gifted and twice exceptional students. Ms. Hawthorne stated that the feedback from the podcast has been positive.

Ms. Hawthorne discussed monthly open houses. This year the online campus created videos that are 5-8 minutes long for parents to access if they have questions regarding counseling, technology, assessment, or curriculum. With the videos now posted on the website, the monthly open houses can now focus on students, parents, and instructors sharing their perspectives and answering questions from attendees. The online campus has already held an open house this school year and plans to hold another in November.

Ms. Hawthorne addressed how the online campus handles extreme weather phenomena that could impact individual students. She explained that the online campus monitors weather patterns across the U.S. to ensure that instructional staff is aware of

any student who may be impacted. Ms. Hawthorne stated that when students experience extreme weather conditions they are excused from live sessions, but most students attempt to join the live sessions anyway.

Ms. Hawthorne shared a few student stories that exemplify how the online campus positively impacts their students' lives.

Ms. Hawthorne stated that the Davidson Academy Online campus has their first student with a qualifying score for the National Merit Finalist award and is preparing their application now. A second student was awarded the Caroline D. Bradley Scholarship which covers a full four-year merit based high school tuition. A third student recently had a research paper published. Ms. Hawthorne then explained that for the second year in a row, all of the online courses have been approved for A-G credit by the UC system which is important to families in California.

Bob Davidson asked if the current recruitment trend were to continue, what the expectations are for next year. Ms. Hawthorne stated that the target is 20 new students for the 2020-2021 academic year.

Mr. Trachok asked what the limit is based on the technology that is being used. Ms. Hawthorne explained that there is not a limit based on technology. She explained that the campus would add more class sections before turning students away.

Ms. McCarthy Sandoval asked if all of these online students are coming out of brick and mortar schools. Ms. Hawthorne responded that 40% of students are home schooled before joining the online campus and the rest come from either public or private schools.

Ms. Hawthorne presented two brochures about the online campus. These brochures help illustrate how the online campus is different from other online schools. One of the brochures is titled "A Day in The Life" that shows a typical day of an online campus student. The text of the second brochure was written by a research group that was profiling best cases in online learning. Ms. Hawthorne asked the group for permission to reproduce the profile in a brochure format.

Mr. Krolicki asked when you hope to acquire those 20 students. Ms. Hawthorne responded that the online campus application ends March 31st and we should know the numbers by May.

3. Media and Outreach

Ms. Hawthorne referred to tab 6 of the board book to discuss media and outreach for both campuses. Ms. Hawthorne stated that the Davidson Academy was recently recognized for a podcast. The Davidson Academy also received an award for the Best Public High School in Nevada. The newsletter was also sent out to 15,000 students. Ms. Hawthorne also discussed upcoming tour dates for the Reno campus and future virtual open houses.

Ms. Hawthorne referred to tab 7 of the board book to review a 2019 summary from Google Analytics. Ms. Hawthorne explained that Mark Dlugosz created this report to highlight key word searches that relate to our websites. The findings show that organic

traffic is up over 10%. Thanks to a grant provided by Google for non-profits the Academy is able to increase its return rate for certain key words searched. Mr. Krolicki explained that the data is difficult to read and asked what the biggest takeaways are from the data. Ms. Hawthorne explained that the data suggests we need to continue to improve the search engine option (SEO) and we need to track how many people apply based on seeing a Davidson Academy advertisement. Mr. Trachok asked why we should use data analytics for the Reno campus. Ms. Harsin explained that 40-50% of the Reno campus students come from around the country which makes it necessary for us to advertise. Ms. McCarthy Sandoval asked if the Davidson Academy will look to a third party to help with the data. Ms. Hawthorne responded that we are looking for a third party that can work for both the Davidson Institute and the Academy. Mr. Herron explained that this information is important to managing a website and becomes expensive. Mr. Herron stated that with our current budget we are doing a good job.

G. General Business

1. Graduates

Ms. Harsin referred to the back pocket of the board book with a proposed resolution for the graduates for the year 2020. Ms. Harsin explained that the way the legislation is written, the governing board must approve the list of graduates. She stated that the students are all currently on track at the time of the meeting and are still required to complete their coursework to graduate. Mr. Trachok asked if the governing board members can have data relating to the students' graduation requirements to review prior to voting. Ms. Harsin explained that we have access to this information however we are not sure how to appropriately share this data in a public setting. Mr. Herron stated that this is an appropriate question and that we consult with counsel on the matter. Mr. Trachok suggested that the school provides the graduation requirements to the board and the Director certifies that all of the proposed graduates have completed the coursework. Ms. Harsin explained that we have an ongoing credit appraisal for these students and a good portion of the students have already made early action to send their transcripts out to colleges. These transcripts that have any remaining credits are completely attainable by the students and are on track to complete by their graduation date in May. Bob Davidson recommended that because this proposed resolution is subject to the completion of the remaining coursework, if we do pass this resolution the board will come back to this to certify that the needs have been met. Dr. McNeill wanted to ensure that student information that is being passed through counsel is abiding by FERPA. Dr. McNeill explained that the Washoe County School District reads a statement to the board of trustees and the superintendent to validate students have met their graduation requirements before voting. Mr. Trachok asked if the board of trustees does this before graduation. Dr. McNeill stated that this is embedded into the graduation ceremony. Bob Davidson called for a vote for this resolution subject to a further certification. Motion was made and seconded for approval of the proposed resolution subject to further revision. There was no discussion and the motion carried unanimously.

2. Meeting Dates

The following 2020 proposed meeting dates with meetings at 2 p.m. were reviewed. The meeting on May 11, 2020 was highlighted as the public hearing and board members are not expected to attend. Motion was made and seconded for approval for the meeting dates for 2020. There was no discussion and the motion carried unanimously.

- Monday, February 10, 2020
- Monday, May 11, 2020, Public Hearing (at KNPB)
- Tuesday, May 26, 2020
- Monday, September 21, 2020
- Monday, November 9, 2020

H. Public Comments

There were no comments from the public at this time.

I. Adjournment

There being no further business to come before the Board in public meeting, motion was made and seconded for adjournment; motion carried unanimously. The meeting adjourned at 3:01 p.m.

August Reich

Respectfully submitted by August Reich, Clerk of the Board

Colleen Harsin

From: Ashley Rodriguez <ashley.rodriguez@cognia.org> on behalf of Susie Eisa <susie.eisa@cognia.org>
Sent: Thursday, February 6, 2020 10:49 AM
To: Colleen Harsin
Cc: Colleen Harsin
Subject: Important information about your Accreditation Engagement Review - Davidson Academy
Attachments: Important information regarding your Accreditation Engagement Review.pdf

Dear Colleague,

Your institution is among those that were granted a delay for your Accreditation Engagement Review in 2019–20. We're now scheduling Engagement Reviews for delayed institutions and are offering you choices for the timing of the review and the protocol that will be used. Our CEO, Dr. Mark Elgart, shares information about the delay and your options in this [short video](#).

You have options

During the next two years, Cognia™ will be developing new standards and protocol for accreditation, as we do in a recurring five-year cycle. You have the option of using current standards and protocol for your Engagement Review, or waiting to implement the new standards and protocol, which may be of high interest to you. Depending on which standards you prefer to use, you may choose from the following options for your Engagement Review:

- School year 2020–21, using current standards and protocol
- School year 2021–22, using current standards and protocol
- School year 2022–23, using **new** standards and protocol
- School year 2023–24, using **new** standards and protocol

If you choose to wait until the new standards and protocol are in place, they will be available for you in early 2021 to support your preparation. Opportunities for training on the new standards and protocol will be available prior to your review.

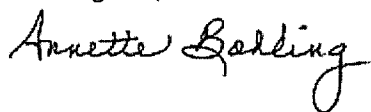
Note: Your state or district might have regulations that affect your accreditation renewal schedule.

Next steps

- To submit your choice, complete this [online form](https://app.smartsheet.com/b/form/6763ebedfb734eeba76ca2ab325ec328) by March 1, 2020. You may also copy this URL and paste into your browser: <https://app.smartsheet.com/b/form/6763ebedfb734eeba76ca2ab325ec328>
- If have questions or concerns, please call Susie Eisa, Vice President of Engagement Services, at 480.773.6915.
- Shortly after you make your selection, a member of our Engagement Services team will contact you to confirm your selected timeframe and provide additional details.
- If we don't receive your choice by March 1, we'll notify you of a proposed timeframe.

We're eager to assist you on your accreditation and continuous improvement journey.

With regards,



Annette Bohling, J.D.
Chief Certification Officer

The attached file contains the same information as this email, for your convenience.

Susie Eisa | Vice President, Engagement Services
Cognia™
480.773.6900, ext. 6915
susie.eisa@cognia.org

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Colleen Harsin

From: Susie Eisa <susie.eisa@cognia.org>
Sent: Friday, February 7, 2020 6:17 PM
Cc: Ashley Rodriguez
Subject: Confirmation of Cognia Accreditation Renewal Year: 2023-24

Greetings,

Thank you so much for your immediate reply to the letter dated February 6, 2020. Please accept this email as receipt of your response, which reflects your decision to host an Accreditation Engagement Review during the 2023-24 school year. As you anticipate the release of the new Cognia Standards and Protocol in 2021-22, we encourage you to remain engaged with Cognia professional learning opportunities, which you may access [here](#).

With your continued commitment to the Cognia Standards, Assurances and Policies, your accreditation term will be extended through June 30, 2024. We will also issue a revised accreditation certificate, which will be mailed to your institution prior to the end of your current term, June 30, 2020.

Our continued commitment to you is quality service. We value our partnership with you and welcome you to call on us anytime. It's always a pleasure!

Sincerely,
Susie

Susie Eisa | Vice President, Engagement Services
Cognia™
480.773.6900, ext. 6915
susie.eisa@cognia.org

AdvancED and
Measured Progress
are now

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UNITED STATES DEPARTMENT OF EDUCATION

THE COMMISSION ON PRESIDENTIAL SCHOLARS

**Candidates for the U.S. Presidential Scholars Program
January 2020**

**Davidson Academy of Nevada
Reno, NV**

[*] Candidate for Presidential Scholar in Arts.

[**] Candidate for Presidential Scholar in Career and Technical Education

[***] Candidate for Presidential Scholar and Presidential Scholar in the Arts.

[****] Candidate for Presidential Scholar and Presidential Scholar in Career and Technical Education.

Candidates are grouped by their legal place of residence; therefore, the state abbreviation may be different than the school state.

NV - Haley N. Belsher, Reno, NV

NV - Tyler J. Burkhardt, Reno, NV

~~NV~~ - Ellie A. Huh, Reno, NV *class of 2021*

NV - William J. Kramer, Reno, NV

NV - Akaash M. Krishnan, Reno, NV

NV - Daniel E. Leary, Reno, NV

NV - Jason J. Liu, Reno, NV

NV - Selden Mauk, Reno, NV

NV - Ashwin Murty, Reno, NV

NV - Sky T. Noh, Reno, NV

NV - Zoe M. Stewart, Reno, NV

NV - Emhyr Subramanian, Reno, NV

~~NV~~ - May S. Thein, Reno, NV *transferred*

NV - Jade T. Wang, Reno, NV

NV - Miguel S. Wu, Reno, NV

THE UNITED STATES PRESIDENTIAL SCHOLARS PROGRAM FACT SHEET

The United States Presidential Scholars Program was established in 1964, by Executive Order of the President, to recognize and honor some of our Nation's most distinguished graduating high school seniors. In 1979, the Program was extended to recognize students who demonstrate exceptional talent in the visual, creative and performing arts. In 2015, the program was again extended to recognize students who demonstrate ability and accomplishment in career and technical education fields. Each year, up to 161 students are named U.S. Presidential Scholars, one of the nation's highest honors for high school students. The Scholars represent excellence in education and the promise of greatness in young people. In honoring the U.S. Presidential Scholars, the President of the United States symbolically honors all graduating high school seniors of high potential.

Students have the opportunity to become U.S. Presidential Scholars based on three paths of accomplishment. The majority of the Scholars are selected on the basis of broad academic achievement. Approximately twenty students are selected on the basis of their academic and artistic scholarship in the visual arts, the performing arts, or creative writing. And, approximately twenty additional students are selected on the basis of their ability and accomplishment in career and technical education fields.

Each year over 4,500 candidates are identified for the component of the program that focuses on academic achievement and based on having scored exceptionally well on the SAT or the ACT. Eligible students are U.S. citizens and legal permanent U.S. residents graduating or receiving a diploma between January and August of the current program year, who have taken the SAT or ACT Assessment on or before the preceding October. Students meeting these requirements are automatically considered for participation. Initial inclusion in the pool of eligible candidates is determined by the information (e.g. graduation year) provided by the student on his/her SAT or ACT test registration. Also, each Chief State School Officer (CSSO) may nominate ten male and ten female candidates based on their outstanding scholarship, residing in the CSSO's jurisdiction. Additionally, the program is partnering with several recognition organizations that will each nominate up to 40 candidates from their individual programs.

Candidacy materials are mailed to students for participation in the program. Application is by invitation only; students do not apply individually to the program, nor do their schools nominate them.

For the arts component of the Program, students are initially selected based on their artistic ability. Students must register for and participate in *YoungArts*, a national program identifying and recognizing young people demonstrating excellence in the arts. Upon completion of the *YoungArts* program, the National YoungArts Foundation nominates approximately 60 students who meet the U.S. Presidential Scholars candidacy requirements. Candidacy materials are mailed to those selected students, inviting them to apply to the program.



NATIONAL MERIT SCHOLARSHIP CORPORATION

1560 Sherman Avenue, Suite 200, Evanston, Illinois 60201-4897 (847) 866-5100

February 3, 2020

DAVIDSON ACADEMY
PO BOX 9119
RENO NV 89507-9119

29/0207

Finalists in the 2020 Competition for National Merit® Scholarships

Student Name

Tyler J. Burkhardt
William J. Kramer
Akaash M. Krishnan
Jason J. Liu
Selden W. Mauk
Ashwin Murty
Sky T. Noh
Brandon M. Pan
Leo J. Phelan
Zoe M. Stewart
Emhyr Subramanian
Jade T. Wang
Miguel S. Wu

Davidson Academy Online Fall 2019 Overall Feedback Results

Each fall we ask for feedback from our Davidson Academy Online students. The survey is anonymous and designed to get feedback that we can use to improve our courses. The survey is designed to align to our six core values: (a) rigorous, (b) collaborative, (c) critical thinking, (d) personalized, (e) rich discourse, and (f) flexible. The survey uses a 5-point Likert scale where 1 is strongly disagree and 5 is strongly agree. A score of 4 or better indicates that students agree with the statement. A total of 189 responses were submitted this fall.

Here is a summary of the data from this fall.

Course content in Blackboard

1. The course materials are appropriately challenging - 4.314
2. The course materials are well designed - 4.155
3. The course materials allow for sufficient peer interaction - 3.984
4. The course materials in Blackboard are easy for my student to navigate - 4.346

Comments from students about the course content in Blackboard:

- The course is interesting
- I think that the course ended up being too structured for the breadth of the topic; with just a little prompting, amazing conversations ensued.
- There isn't a whole lot of interaction outside of live sessions, perhaps that's for the best since we do a lot of writing, but overall the stuff in Blackboard is well structured and easy to find things.
- They are easy to navigate. I never get lost! :)
- I don't have anything else to say. BlackBoard is great!
- Perhaps there could be discussion boards for problems.
- I like the way that all of the materials for the unit we're on is well organized and out to look at.
- Nicely organized. Would be nice if the calendar posted in the Announcements at the beginning of each unit was also placed in the unit folder itself.
- There's nothing wrong with the course materials on Blackboard. It's actually an issue with the HOL system, but there's not much you guys can do to change that.
- Not much peer interaction in this course, but for an elective, I didn't really mind. The Blackboard was super easy to navigate.
- Since I have mainly entered Environmental Science this semester to work on lab reports, that really is the only thing that presents much of a challenge. Although, because of this, the rest of the course materials are relatively easy, I believe that the amount and content of course materials fits the class perfectly.
- Sometimes the to do lists are a little hard to follow and do not contain all due dates, which makes it difficult to follow. In addition, this course has a lot of work - it's probably my busiest course. Many times there are several assignments due on the same day, which is very time-consuming.

- The course materials can often be confusing and not have the clearest instructions. A lot of the assignments are more advanced than what has been covered.
- I would appreciate if Biology was more lab-based and utilized the textbook more. I feel like there are many opportunities for students to independently observe the phenomena we are learning about. I think that there should be assigned textbook reading, so live session can be used to discuss or observations/ideas.
- A lot of it is made by other people and then isn't really covered in class so there is sometimes a gap between our assignments and what we have been taught. Not that course materials being made by other people is a bad thing, but in this case there needs to be a stronger connection between the materials and what is taught in class.
- My one suggestion: the course materials (aside from tests) could be more challenging.
- They are really organized but this has always been the one class that dumps tons of work on me.
- Personally, I had to teach myself much of the material this semester, particularly for the unit about cellular respiration. A lot of questions on the test for that unit were completely uncovered.
- Course materials can be haphazardly arranged at times, it can be difficult or impossible to find specifics on assignments through Blackboard.
- The assignments are very helpful, are assigned tastefully, and have helped me apply what I am learning.
- The course materials are great and aren't too challenging.
- The materials on blackboard are often not available when they are due, but the teacher is very responsive about that and handles it immediately. A little more peer interaction would be nice and/or diversity of assignments. But overall the class is challenging and well put together.
- The course is well designed and it is interesting
- I enjoyed the course materials. The reading was very interesting.
- The materials in Blackboard are quite beneficial to my learning although I have had problems accessing them.
- They seemed a bit too quick and easy to do, with there not being as many times where I could interact with peers.
- Class material will be in different sections as we jump back and forth through time.
- Blackboard can occasionally be a challenge to handle.
- The materials are good, but frankly I don't think they are well-designed overall. The only assignments we really get are questions or notes from the textbook, and the format of the documents themselves often appear unprofessional. I think last year's materials in Modern History were extremely well designed; there was far more historical analysis that went into it. However, I do want to emphasize that the Zinn and Davidson & Lytle texts are very good.
- There is a ton of reading, and it would be nice if sometimes we could spend a lesson watching a couple videos as opposed to the textbook, or other sources as opposed to the textbook chapter. It gets very monotonous. If the occasional lesson could have

the same content as the textbook but have a different format, it would be more engaging.

- The organization is very misleading and tough starting out, but you get used to it quickly so it is not that bad at all. I love the consistency of assignments, as it makes it a lot easier to know what to do.
- While the material is great, my one suggestion is that the material on blackboard doesn't allow for collaboration.
- In the beginning, the course materials were difficult to navigate because the workbook for each week was in the next week's folder. However, I quickly got used to the format. The announcements are immensely helpful in planning, and overall, the materials are very well-designed!
- Sometimes our past and present units overlap, so I have to check multiple folders to know exactly what I need to do in the week. We might have homework for the current unit this week, but a test to take from last week. It can be a tad bit confusing sometimes.
- They are much improved this semester!
- The course materials are appropriately challenging and well designed.
- A veces es difícil porque la tarea cambia mucho, por ejemplo Blackboard no es correcto todo el tiempo.
- I don't like the way announcements work... I think it would be easier if there was another website... something like google calendar where the teacher would post assignment directions and due dates (we would still submit in blackboard).
- Geometry is not a subject with a lot of peer interaction, nonetheless there isn't a lot of interacting outside of live session. Also, sometimes homework packets week after week are no fun.
- I feel that there is a disconnect between the content we review in class and what is posted on Blackboard. The goals for the unit are listed, but we do not address them with immediacy in live session. While introducing them through problems is good, I feel that the new information provided is a bit too scattered. I think this problem is compounded by the time-suck online problem solving is; we either have time to solve a few (never more than 5) problems or discuss new concepts / old problems in detail.
- The Unit 1 stuff was really hard. Maybe do a little less with that.
- occasionally there are peer reviews but otherwise no interaction like dbs
- I wish there were more discussion boards.
- I really enjoy the timelines each week! Also, the notes are really useful for comprehension.
- we don't have DBs very much
- It can be hard to find the Reflection form. I'd appreciate it being a separate submission blurb on the page, and it being in the announcement when there isn't one due to Peer Review.
- I wish our notes / weekly culminating assignment would vary. I think it would break the monotony of online history learning. I would like more writing collaborative,

outside-of-class writing assignments; I feel they promote deeper analysis. A greater emphasis on research on analysis would be nice (like essays that are narrowly focussed but frame events in wider contexts).

- I love how each week has the same assignment structure so I know what to expect; it makes planning much easier. The content is the right level of challenging but can be repetitive and obvious at times.
- I thought the materials were very useful.
- The course materials are wonderful.
- The course is appropriately challenging and has sufficient information.
- The materials are very well-designed overall. I like how structured every week is, and the Announcements are always helpful when I plan out my week.
- Course materials can sometimes be hard to manage on Blackboard as the website malfunctions fairly frequently.
- Well organized overall. The announcements are very helpful too.

Live Sessions

1. The live sessions help me to think more deeply about the course content - 4.404
2. The live sessions give me an opportunity to contribute to the class - 4.468
3. The live sessions are important to me - 4.213
4. The live sessions are well organized - 4.282
5. The live sessions encourage meaningful peer interaction - 4.218

Comments from students about the live sessions:

- Wow! The live sessions for this class are phenomenal! The classes are especially good for thinking about the material in a more in-depth way.
- The live sessions were productive and entertaining
- Instructor's presentation of material is incredibly clear, and I like that she allows us to work in class during the heavier weeks.
- The live sessions are useful, but sometimes confusing.
- Sometimes the teacher can get distracted by that chat. This isn't an issue as much in other classes (i.e. CNA and Modern History), so maybe it's just here? the chat doesn't seem to distract the students at all.
- I love how open the live sessions are because I can discuss interesting topics with my peers.
- They were best when some content was provided to spark conversation that eventually resulted in wild and insightful tangents.
- I find them really helpful but it should have more live sessions involving breakout rooms.
- They are super fun!
- I love the live sessions because I cannot stress how important discussions are to any English class. Without live sessions, there would be no discussions. I have really grown to love discussions; they are definitely the thing I look forward to the most in this class.

- This is my favorite class. :) I always look forward to live sessions for Calculus I.
- The live sessions were great, no additional feedback.
- Not much peer interaction, but the instructor was always there to help us with questions and guide us through the experiments.
- Although live sessions are helpful to the recalling and organizing of course content, I do not feel them as completely necessary.
- I am pleased with what I accomplish in my live sessions and what I can share with the class.
- I feel like the lack of discussion time inhibits interaction, as otherwise, we are just learning information, not synthesizing knowledge together.
- They are great but I need more help on the material
- I enjoy our work in breakout rooms.
- They are great! I love the inverted classroom. It really helps for a deeper understanding of the material.
- There is no real teaching in live session, but just homework time which I think is good.
- The live sessions have an interesting format, and I think it helps.
- While I don't believe that live sessions are a core, essential part of my math learning, it presents a very convenient opportunity to ask both quick and longer questions, aside from cementing my skills of what I learn in math with class activities.
- It would be nice if we used at least part of Tuesday's session for workshoping or discussing our homework.
- The live sessions are engaging and are important for the proper understanding of the material
- The live sessions were very engaging, and I enjoyed having conversations with the instructor.
- Sometimes subject to unexpected change.
- Encourage, yes. But the peers are not always receptive.
- The discussions are very nice! They are often fun.
- The live sessions are well put together, with me being able to interact with my peers in Chinese dialogue.
- The live sessions are remarkably engaging. I think Instructor does a very good job of structuring them so students have to constantly pay attention.
- Sometimes they go quite quickly and are hard to keep up with.
- The live sessions are well organized and I collaborate with my peers during the live session.
- ¡Me encantan las clases! Son importantes a mi porque puedo aprender mucho y practicar mi español en las clases.
- "Sometimes I feel like live sessions are hard because I have to come up with an answer quicker than I would normally do the problem if it were homework. Then I mess up a lot, and then don't want to do more question because I don't want to keep getting them wrong.
- Also, when we graph things in live session, the graph paper pieces need to be bigger so they are actually visible."

- I find online problem solving to be slow and tedious. Using mounted cameras to share our work as we perform it is something I would support. When math is not tactile, it is much more frustrating for me.
- It sometimes feels like the Live Sessions are afterstatements to the homework beforehand. I think it would be better if we did stuff in LS that we don't also do for homework.
- More peer interaction would be nice.
- Sometimes the live session discussions go off in weird directions, so it can be hard to find specific things to go in notes boxes. Other than that live sessions are all good :)
- I like our breakout room activities.
- I feel like people (including me) go on monologues instead of engaging in conversation.
- The instructor is an amazing teacher, and I love the way she plans her live sessions!
- The live sessions are pretty interesting as well.
- The live sessions add to my understanding of the course material and are very useful and productive.
- Though this occurs in most of my classes, I feel like a few people (including me) talk at everyone else in monologues rather than engaging in conversation.
- Live sessions are very helpful for synthesizing the course content and engaging in helpful discussion that makes learning the material interesting.
- The discussions are really well planned and always insightful! They're my favorite part of the whole class.

Instructors

1. The teacher is responsive when I have questions - 4.612
2. The teacher provides appropriate feedback in order for me to improve - 4.447
3. The teacher knows and understands the content - 4.606
4. The teacher knows and understands my learning needs - 4.293

Comments from students about the instructor:

- Instructor was usually available on teams to answer questions.
- It was fantastic having Instructor as a physical science instructor! She certainly knew her content, and she provided lots of opportunities for feedback and growth.
- Instructor is an amazing teacher, and supports us on our learning journey. She is eager to correct any errors found in the curriculum, and gives very clear explanations.
- Instructor is a great teacher; she's provided a lot of really interesting extra stuff whenever I wanted to know more about chemistry.
- The teacher knew all of the material and taught it well
- Instructor is a great teacher! She is certainly meeting my expectations for a gifted instructor.

- She's an amazing teacher. An excellent writer, and teaches in a way that doesn't directly answer nor is too ambiguous - in the "just right" spot. She has helped my writing so much already, and its only been one semester.
- In all assignments, but in particular on revisions, Instructor offers great feedback and plenty of ways to improve (especially the song essay).
- She gives me really good feedback. :)
- Really cool ;)
- She's very friendly, which makes me more comfortable in discussions and presentations.
- The course instructor is very well versed in all of course and knows both what he is teaching and what he is talking about.
- Instructor is a great instructor--very responsive to questions, willing to help, and knows the material in and out. My only complaint would be that his teaching style is very slow, meaning that he takes a lot of time to explain concepts at the beginning of live sessions.
- Instructor is a wonderful teacher, and super responsive to me when I need help
- He is one of my favorite teachers in all of my classes. :) He does a really good job in helping me to understand the material.
- Very kind and knowledgable.
- Instructor is great!
- No Additional Feedback
- Instructor was great! No complaints here.
- Instructor is a really wonderful teacher and very much understands what she is doing. The course itself is very time-consuming and rigorous, but I do not believe that reflects much simply on Instructor.
- Instructor is great!
- I feel that the resources available to us (microscopes, slides, textbooks, natural areas outside of houses) are not utilized. I find 'digital science' inauthentic (virtual labs, really).
- She is nice and explains the material
- Instructor is very nice and responsive, but for me, her teaching style isn't the most effective. I'd benefit a lot if she spent more time explaining new material.
- Has had some difficulty interacting with certain high-strung students.
- I think he's been fine for the most part, but sometimes he'll do something frustrating like not answer any questions I have.
- The teacher is great!
- Instructor has been doing an excellent job teaching.
- The teacher is responsive and knows what he is talking about.
- My one suggestion is to respond faster.
- Instructor knows and understands US history, but he is not always responsive when it comes to grading and assignments. For example, I reminded him to update an assignment 9 times over Teams, and he 4d to my explanation, but still has yet to give

me full points. PowerSchool is almost never updated, which makes revisions very hard.

- She's amazing.
- She is very kind and very responsive. She also engages in discussions with us, so it doesn't feel as stifling.
- She is an amazing teacher. She is the nicest person I have ever met, the most engaged with her content, and the most flexible and overall optimistic instructor. Hands down one of my favorite (if not my favorite) teachers.
- Instructor always gives me feedback on how to improve my speaking, and is able to fluently speak Chinese.
- Instructor is amazing! In my opinion, she is one of the best teachers at DAO. She clearly cares about her students, knows her content, and provides lots of good feedback.
- I really enjoy her class, though it is difficult.
- The course instructor knows what she is doing and teaches the material well.
- Instructor muy inteligente y ella es un buen profesora de español.
- Office hours are nice. Math is a very impersonal subject, which makes it harder for me I think.
- I think that Instructor is very knowledgeable, but his teaching style does not give information "up-front" which I can find frustrating.
- Rubrics and objective criteria could be helpful (I know english isn't very objective though)
- Instructor is wonderful, helpful, and understanding.
- Instructor is fantastic! The first few weeks of the semester were a little different because we had Instructor (also a terrific teacher) as a substitute, but other than that it is clear that Instructor knows her content and is a great teacher!
- I think that Instructor does a good job of letting students lead the discussion, but I believe her intervention is necessary to foster exchanges between students.
- Instructor is great!
- Again, Instructor is a really great teacher! I had her for Modern History last year as well and I just love how she plans her content.
- Instructor is an amazing instructor!!
- The teacher knows what she is doing and has a great understanding of the material
- She is very responsive to my questions / needs when reaching out for help.
- Instructor is amazing! She is by far one of the best teachers I had ever had. She's responsive to questions, understands her content very well, and provides excellent feedback to improve.
- The course instructor is clearly very knowledgeable and makes it a goal to help all the students improve throughout the semester.
- Instructor is very helpful and obviously knows what she's talking about. She participates in discussions and helps us think about ideas without shooting us down if we say something that is potentially incorrect.

Technology

Students are asked to self-report if they have technical issues with Blackboard or Zoom video conferencing. During the fall semester 13% and 18% (respectively) reported having minor technical issues which were resolved.

General Comments

Students are also given the opportunity to provide any general feedback that they would like. Here are the responses they left in the survey:

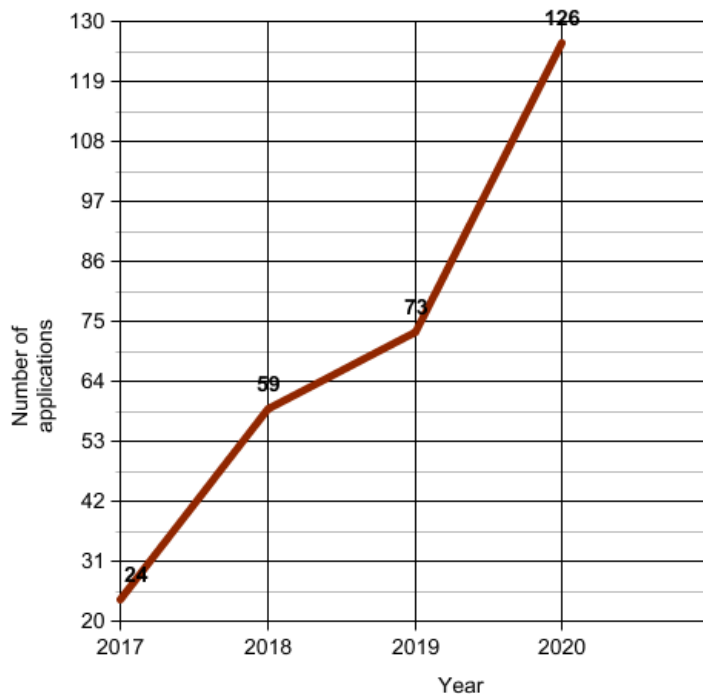
- This class was pretty difficult, particularly the labs.
- Nothing much more to add - it was a fantastic semester of science and I can't wait for more!
- This class is amazing, and I am looking forward to the second semester. I urge you to take this feedback in the spirit of kindness from which it is meant, because Beth Verano is an amazing teacher and this is a wonderful class!
- I think it would be interesting if we did other things in class rather than just ASMTs and tests with the rare lab.
- This class was really informative, teaching me a lot of new information about the Solar System and making me think critically about topics I hadn't really considered before.
- With so much science coming back daily from telescopes, satellites, and other projects, an understanding of current events is all that was needed to sustain a great class discussion.
- This has been a great semester!
- This class was fun, but I've had to have some parental support recently.
- The class has difficult course-material, but it is thought-provoking and overall beneficial to my writing skills. Incredible teacher, interesting material, great books, and a great class :)
- Overall, a great class! I have enjoyed all of the opportunities to improve my writing and analysis skills, and I look forward to a second semester of CNA!
- The teacher and the course are really good and I have improved in this area.
- I really like the course and the teacher. :)
- I liked that we did all the work in LS, it made it easier.
- I didn't like the class very much, but this was not due to any fault from Instructor - I just think the course was poorly designed, and I don't like the HOL website.
- Overall, the class was about as fun and manageable as I expected it to be. I'd give it a 4/5.
- Good class, well designed and good social interaction. I don't receive much feedback, unfortunately, so I don't have as good of an opportunity to know what to do to improve. However, with a little more feedback it'd be great!
- I don't have much additional information to share aside from any previous comments.
- This has been a very informative course so far, though sometimes the workload seems excessive.

- Overall, this has been one of my favorite classes and Instructor has been one of my favorite teachers. I look forward to next semester!
- Overall just a good class being taught by a great teacher.
- I enjoy the class, and I think it's appropriately challenging for me. I like how fast we are moving.
- I am enjoying the content, but I think the class is missing opportunities to actually observe the things we are learning all around us.
- I still have some trouble understanding the material.
- I enjoyed the class, and thought it was quite useful
- I do not think parental involvement is required to succeed in this course.
- This class was fun, but the live sessions were not always 100% necessary.
- It took me a while to understand certain things, such as the rules around calculator use. I would really appreciate it if you could put it in an announcement at the beginning of the year.
- It's a great course. Fun, engaging and promotes learning in a way that I haven't seen before. The classes are fun, the homework is just right, and the notes are good as well.
- Overall a good class taught by a good teacher.
- I like how fast paced the class is, and I think we have all the resources to be successful.
- A great class. A nice combination of history and cultural studies, a good amount of work, lots of deep discussion.
- The Zoom question on these surveys won't be that different for people, and I have had to repeat the same thing multiple times. Could the Zoom question be a separate poll and be removed from all the class/teacher surveys?
- Great class, great teacher. That's all I have to say :)
- Chinese for me has been a rollercoaster so far, but a pleasant one! I spend a lot of time on this course--far more than any other course by far--but I really enjoy it as well. I love Instructor and all the materials, and I'm really grateful this course is offered here at DAO!
- Please revert Spanish to thrice a week. Not having it three times a week is my only real issue with the course at this point!
- Very pleased with my Spanish progression.
- ¡Necesitamos mejorar los robotos por el proximo semestre! Aparte de esto, me encanta la clase. Me ha gustado mucho estar en la clase español avanzado.
- This class was pretty easy in general, the hard part was the memorization. I liked the Vocabulario tabs at the end of the Sol y Viento chapters, this helped.
- occasionally, i feel as though the class is moving almost too quickly, so for the harder topics it would be nice to spend some more time practicing.
- I think it would be good to have more interaction between the two geometry classes.
- Geometry is certainly a challenging course, but I have enjoyed a semester of it, and I look forward to semester #2!
- This class was pretty difficult, but I'm getting a little better.

- The Peer Reviews are a little unfair, because some kids grade really harshly, which can effect my grade.
- No other comments - I'm looking forward to a second semester of Modern History!
- Great class. I enjoy the live sessions, the weekly notes are interesting, and the timeline is thought-provoking. The only thing that I would suggest is to have the due dates on Sunday and not on Friday, as it gives more time to the student to make a better product. I understand it is due on Friday to keep the weekends free, but it adds a lot of unnecessary stress, so I don't think its the greatest. Besides, one can just finish it on Friday if they are concerned about something taking up their time over the weekend (albeit this taking an immense amount of willpower).
- The Timeline rubric and Peer Review have been difficult to understand, probably at least in part due to the changing expectations between you and Instructor. I'd like to schedule a conference about the Timeline entries at some time next year. I feel like I still haven't yet gotten a grip on how to maximize the assignment within the rubric, and in Peer Review I frequently find myself giving and receiving lower grades than I would like. Thank you so much for class! Bye!
- (I didn't really know which specific place this should go) On certain weeks of the semester, there would sometimes be peer reviews for the course project. Our peers would give us a score for that week's entry and the average of the scores would be our final grade for that week. I have received consistent grades from the teacher, but my grade tended to drop for each week that contained a peer review. I really like the peer reviews as I have received some great ideas to implement in my project, but I feel like that there should possibly be a way to get peer feedback, but still have our grade determined by the teacher.
- I liked the structure, because it was consistent and that made it easy to keep up with, but a lot of the course material was obvious or things I already knew, so I would have appreciated the option to test out of this class, but it was a pretty decent class overall and probably very helpful for others.
- I very much enjoyed this class, and I think that i benefitted a lot from it.
- i love this class, and the instructor teaches the course extremely well. there are some minor changes for each unit that we discussed in LS, but i really wish all my courses could be taught the same way.
- This class is in general pretty great.
- I really enjoyed this semester! Intro to Lit is probably the best English class I have ever taken. :)
- In general, I learned a lot about structuring and executing essays this semester, so I found the class particularly conducive to my overall literary development.a

Recruiting for 2019-2020

We have continued to focus heavily on recruiting. Online applications are up 117% over this time last year. The graph below shows the application total count through the end of February for each year since 2017.



**February 2020 numbers are through February 10.*

We attribute the growth in application numbers to:

- Growth in brand recognition and reputation for the Online campus
- New Open House strategy – monthly open houses feature parents and students sharing why Davidson Academy Online campus is important in their lives. The best line from last week's open house came from a parent talking about why Davidson Academy Online (affectionately dubbed DAO by students) works for their family. At the end of his list of reasons he said, "I feel like the guy who just came out of a movie. I'm running through the streets telling everyone they have to go see it because it's just that good." He concluded by stating that Davidson Academy Online has partnered with him and his student, it's wonderful, and it's "everything that they hoped for."
 - 137 families have registered for online open houses so far this year.

- Continued recruiting efforts focused directly on Young Scholars with events in:
 - Atlanta, GA
 - Austin, TX
 - Boulder, CO
 - Chicago, IL
 - Denver, CO
 - Houston, TX
 - Oakland, CA
 - Orlando, FL
 - Phoenix, AZ
 - Seattle, WA
 - South Orange, NJ
 - Villanova, PA
- Creating visually appealing displays at gifted conferences with parent and family days, including the National Association for Gifted Children, Supporting the Emotional Needs of the Gifted, and state conferences in Illinois, California, and Oregon.
- Online Learning Infographic – a visually appealing, single page handout that clearly explains the various online options available through Davidson for profoundly gifted students (see board book).
- Success of single courses through the Davidson Academy Online campus. Forty-two percent of single course students are applying for full-time admissions.
- Success of Davidson Institute for Talent Development YS Online courses. The instructors for these courses are actively reaching out to the parents of students who they believe might be a good fit for the Academy.
- Direct mailing campaign for K-8 gifted schools in the U.S. that are not affiliated with a high school. A K-8 gifted school in Austin, TX sent home information about Davidson Academy Online to all of their 8th grade students. We are in conversations with a charter school in FL about the potential for their qualified students to take Davidson Academy Online courses while the school covers the tuition.

2020-21 Application Update

The Online campus has completed three assessment cycles. A total of ten students have been invited to assessment. Five students have been fully accepted, one was conditionally accepted, and one was accepted to Davidson Explore. All of the accepted students are at the pre-high school level with an average accepted age of 13.1. Applicants who assessed in November and December have received their acceptances and already submitted their Intent to Enroll. The remaining applicants will

be receiving their placement decisions on February 14, 2020. If these students enroll we will have our first students in Florida and Maryland.

Blackboard Exemplary Course Award

Davidson Academy Online course Early Civilizations was just awarded an Exemplary Course Program award from Blackboard. This course, designed by Dr. Jessica Potts, is the only K-12 course to win and Exemplary Course Award in 2019. This is a huge accomplishment and helps to solidify the reputation of Davidson Academy Online as a standard-bearer for high quality online courses.

Winter Retreat

Over a dozen online students and their families gathered in Houston over winter break. The students acted like long lost friends. It was surreal for some of the students to realize that they have never met in person. Here they are enjoying dinner together on the first night of the retreat.



Media Updates

- *Nevada Science Bowl Crowns New Champion (video)*
February 3, 2020 – KPVM
<https://www.youtube.com/watch?v=3WJZTvbY0wU>
- *Davidson Academy Wins Science Bowl (video)*
February 2, 2020 – KOLO
<https://www.kolotv.com/video?vid=567508432>
- *Two Nevada students selected for United States Senate Youth Program*
January 30, 2020 – NBC Las Vegas
<https://news3lv.com/news/local/two-nevada-students-selected-for-united-states-senate-youth-program>
- *Senior at Davidson Academy in Reno selected for Senate Youth Program*
January 30, 2020 – KRNV
<https://mynews4.com/news/local/senior-at-davidson-academy-in-reno-selected-for-senate-youth-program>
- *First-Time Voter Akaash Krishnan Wants Action On Climate Change*
December 9, 2019 – KUNR
<https://www.kunr.org/post/first-time-voter-akaash-krishnan-wants-action-climate-change#stream/0>

Notable Website Mentions

- *30 Best of the Best Online High Schools for 2020*
Online Schools Center
<https://www.onlineschoolscenter.com/30-best-best-online-high-school-programs/>
- *The Most Affordable Online Private High School Programs*
Save Our Schools
<https://www.saveourschoolsmarch.org/most-affordable-online-private-high-school-programs/>
- *These Are The Best High Schools In The U.S.*
Money Pop
<http://www.moneypop.com/lists/best-high-schools-in-the-us/18/?chrome=1>
- *2020 Regional Finalists*
Coca-Cola Scholars Foundation
<https://www.coca-colascholarsfoundation.org/blog/2020-regional-finalists/>
- *2020 Regeneron STS Finalists*
Society for Science and the Public
<https://www.societyforscience.org/regeneron-sts/2020-finalists/>

Notable Social Media Mentions

- Nevada Governor Steve Sisolak retweeted a Davidson Academy post and congratulated Academy student Jason Liu in a January 29 Twitter post:
 - <https://twitter.com/GovSisolak/status/1222682552323829760>
- U.S. Senator Jacky Rosen and Nevada State Treasurer Zach Conine re-tweeted the same Davidson Academy Twitter post mentioned above.

Ongoing Outreach

Davidson Academy eNewsletter – distributed every other month to more than 6,200 recipients

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 15,200 recipients

Social Media postings

- Facebook - <https://www.facebook.com/TheDavidsonAcademy/>
- Twitter - <https://twitter.com/TheDavidsonAcad>

On-site Tours - Davidson Academy Reno

- November 15, 2019 (45 attendees)
- December 6, 2019 (27 attendees)

In-Person Regional Events - Davidson Academy Online

- Thurs., Nov. 15, 2019 - Sandy Springs, GA
- Fri., Nov. 15, 2019 - Atlanta, GA
- Mon., Dec 2, 2019 - Villanova, PA
- Tues., Dec 3, 2019 - South Orange, NJ
- Thurs., Dec. 12, 2019 - Seattle, WA
- Fri., Jan. 3, 2020 - Chicago, IL
- Tues., Jan. 7, 2020 - Phoenix, AZ
- Fri., Jan. 10, 2020 - Wheaton, IL
- Fri., Jan. 10, 2020 - Houston, TX
- Thurs., Jan. 16, 2020 - Denver, CO
- Fri., Jan. 17, 2020 - Boulder, CO
- Mon., Jan. 27, 2020 - Celebration, FL
- Tues., Feb. 4, 2020 - Oakland, CA
- Mon., Feb. 24, 2020 – Austin, TX

Virtual Open Houses - Davidson Academy Online

- November 14, 2019
- December 10, 2019
- January 22, 2020
- February 6, 2020
- March 9, 2020

Conferences – Davidson Institute and Davidson Academy outreach

- Texas Association for the Gifted & Talented (TAGT) – Dec. 4-6, San Antonio, TX
- Chicago Gifted Resource Fair – Jan. 12, Chicago, IL
- Illinois Association for Gifted Children (IAGC) Conference (Parent Day) – Feb. 8, Naperville, IL
- California Association for the Gifted (CAG) Conference – Feb. 21-23, Palm Springs, CA
- Independent Educational Consultants Association (IECA) – May 13-15, Uncasville, CT
- Supporting Emotional Needs of the Gifted (SENG) Conference- August 7-9 , Minneapolis, MN

Staff Training

With the social media landscape changing rapidly, it is important to stay on top of the latest trends to facilitate growth and best practices. Thus, beginning in February 2020, Mark D enrolled in a social marketing training and certification program through Hootsuite. This training will help develop essential social marketing skills and tactics to grow followers and engage with our audience. This course will guide us to create a social media strategy that will drive business results.

Davidson Institute for Talent Development/Davidson Academy

ONLINE LEARNING

The Davidson Institute for Talent Development and Davidson Academy offer rigorous, collaborative, online options that are specifically designed for profoundly gifted students.

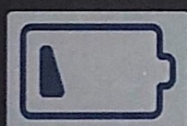
Davidson: Explore

davidsongifted.org/davidson-explore

Designed to be different than other online courses, the Davidson Institute for Talent Development is offering rigorous online, year-long, middle school courses for qualified applicants. Explore courses are designed and taught by Davidson Academy instructors.

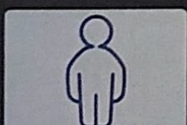


Middle school level courses in all core subjects for students ages 9 to 13.



A La Carte Courses

- Take 1 or more courses
- Live sessions start at 4:15pm PT
- 1 hour of live class time per course per week
- 5-7 hours total per course
- Full academic year courses



- Access to an advocate for using Explore curriculum at the local school
- Math mentors and writing center support
- Family consultant support for Young Scholars (YS)*

Davidson Academy Online Campus

Open to US and Canadian students academically ready for our seventh-grade level curriculum and above, the Online Campus builds off the one-of-a-kind, exceptional framework put in place by the Davidson Academy in Reno. The result is a robust online community where students thrive.

Single Courses

davidsonacademy.unr.edu/online/single-course-enrollments



Single-courses in math and English courses beginning where Davidson Explore ends.



Single Courses

- Take 1 or 2 courses
- Live sessions start 2:30pm PT
- 3 hours of live class time per course per week
- 8-10 hours weekly per course
- Full academic year courses



- Limited guidance counseling
- Math mentors and writing center support available
- Technology support

Fulltime Enrollment

davidsonacademy.unr.edu/online



Fulltime nationally accredited program starting with advanced middle school level coursework. Leads to a high school diploma.



Fulltime

- At least 5 courses
- Live sessions 8am-1:30pm PT
- 3 hours of live class time per course per week
- Full 7 hour school day with up to 10 hours of homework per week
- Full academic year courses



- Guidance counseling
- Personalized learning plans
- Math mentors and writing center support available
- Technology support
- College placement counseling

Level

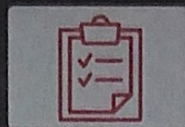
Time

Support Services



Application

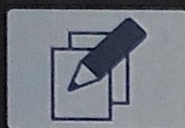
- Apps accepted Nov–Mar
- Test scores and recommendation waived for YS
- Accepts group- or individually-administered IQ & achievement tests or letter from local school indicating student qualifies for gifted services
- App fee ranges from \$25–\$100



- Apps accepted Aug–Mar
- Open to all US or Canadian students
- Qualifying ACT, SAT, or IQ scores required
- Recommendation required
- \$100 fee for non-Nevada residents

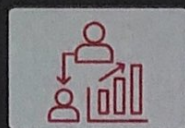


- Apps accepted Aug–Mar
- Open to all US or Canadian students
- Qualifying ACT, SAT, and/or IQ scores required
- 3 recommendations required
- \$100 fee for non-Nevada residents



Assessment

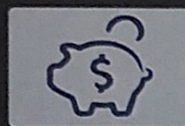
- All YS applicants are assessed
- Qualified non-YS applicants are assessed
- Curriculum-based
- Assessment based on desired class(es)



- Qualified applicants are invited to assess
- Assess in specific subject
- Curriculum-based
- Proctored
- Live discussion for English
- Parent & student interviews

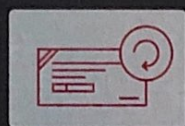


- Qualified applicants are invited to assess
- Assess in all core subjects
- Curriculum-based
- Proctored
- Live discussion
- Parent & student interviews



Tuition

- \$900 per course
- \$200 deposit due after acceptance
- \$350 due each semester
- Tuition due beginning August 1
- Financial aid available for YS only



- \$2,750 per course
- \$500 discount for YS
- Free for NV residents
- Tuition due beginning July 1
- Payment plans available
- Financial assistance available for YS



- \$7,950 for pre-high school
- \$15,000 for high school
- \$2,000 merit scholarships for 2020-2021 high school
- Free for NV residents
- Tuition due beginning July 1
- Payment plans available
- Personalized tuition available

Shared Core Values



Personalized



Flexible



Rich discourse



Critical thinking



Collaborative



Rigorous

For information email online@davidsongifted.org
or schedule a conversation at calendly.com/stacyonline/qa

* Visit www.davidsongifted.org for more information on Davidson Young Scholars (YS) program.