



# Nevada State Public Charter School Authority

## Site Evaluation Report: **Doral Academy Cactus**

Evaluation Date: 10/4/2023

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## A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

## B: SPCSA Academic Framework

[https://charterschools.nv.gov/Performance\\_Reports/2020-2021\\_Academic\\_Reports/](https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/)

## C: SPCSA Organizational Framework

[https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf)

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 4, 2023, at Doral Academy Cactus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A), the State Public Charter School Authority Academic Framework (Appendix B), and the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

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

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

## SCHOOL BACKGROUND

Doral Academy Cactus is located in Las Vegas, Nevada in a facility at 9025 W. Cactus Road. The school serves 999 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Doral Academy is: "Ancient legend says that dragons embody perseverance, intelligence, and boldness - flying with freedom to forge their own destiny. Doral Academy of Nevada fosters a creative community of learners who, much like dragons, soar with determination, knowledge, and courage to achieve excellence. We unite to surround our Doral Dragons with unwavering support and encouragement as they navigate the present and ascend into the future."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2023

### Doral Academy Cactus

### School Year 2022-2023 Nevada School Rating

School Level: Elementary School  
Grade: KG-08  
Levels:  
District: State Public Charter School Authority  
School: 9025 West Cactus Avenue  
Address: Las Vegas, NV 89178



81.0

Total Index Score

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



#### Student

#### Race/Ethnicity

39.9% White  
3.1% BI/Afr Am  
23.5% Hisp/Latino  
17.6% Asian  
0.0% Am Ind/AK Nat  
1.2% Pac Isl  
14.3% Two or More

#### School Performance History

School Year	Index Score/ Star Rating
2021-2022	89.5 NR
2020-2021	98.0 ★★★★★

#### Additional Student Groups



### Doral Academy Cactus

### School Year 2022-2023 Nevada School Rating

School Level: Middle School  
Grade: KG-08  
Levels:  
District: State Public Charter School Authority  
School: 9025 West Cactus Avenue  
Address: Las Vegas, NV 89178



94.4

Total Index Score

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



#### Student

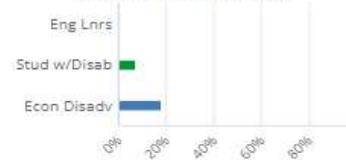
#### Race/Ethnicity

43.4% White  
9.2% BI/Afr Am  
19.0% Hisp/Latino  
11.6% Asian  
0.2% Am Ind/AK Nat  
2.7% Pac Isl  
13.5% Two or More

#### School Performance History

School Year	Index Score/ Star Rating
2021-2022	96.1 NR
2020-2021	96.6 ★★★★★

#### Additional Student Groups



# Math and ELA Results

## Nevada School Performance Framework

### 2023

#### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	64.2	52.0	53.5	64.7	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	77.2	74.5	71.9	82.8	72.8	70.4
Black/African American	37.5	31.4	38.9	33.3	30.3	35.7
Hispanic/Latino	65.7	42.2	45.5	61.1	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	55.3	57.8	59.6	60.7	55.6	57.5
White/Caucasian	66.4	63.7	63.3	67.1	60.7	61.3
Special Education	47.2	29.1	35.5	25.8	26.3	32.1
English Learners Current + Former	54.5	38.1	42	57.0	34.9	39
English Learners Current	-	27.6	-	42.8	25.5	-
Economically Disadvantaged	65.0	39.0	44.9	45.9	35.6	42

##### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	65.7	54.6	61.2	69.9	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	77.2	74.1	77.8	80.0	74.9	76.7
Black/African American	56.2	37.5	48.2	72.2	39.8	45.4
Hispanic/Latino	68.4	45.9	53.2	66.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	57.1	60.7	67.9	62.7	61.5	66.2
White/Caucasian	66.4	64.4	70.6	71.3	65.5	69
Special Education	36.1	27.4	36.8	29.0	25.5	33.5
English Learners Current + Former	68.1	37.6	47.2	65.7	37.4	44.4
English Learners Current	-	24.1	-	50.0	24.4	-
Economically Disadvantaged	65.0	42.0	51.9	60.6	42.8	49.4

#### Middle School

##### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	57.8	38.5	42.7	48.5	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	67.4	62.5	62.6	51.2	62.7	60.6
Black/African American	35.2	19.4	31	30.0	18.2	27.3
Hispanic/Latino	55.7	28.3	36.2	37.7	26.4	32.8
Pacific Islander	50.0	37.9	43.1	-	28.3	40.1
Two or More Races	54.0	44.5	46.4	40.0	41.8	43.6
White/Caucasian	63.2	51.4	52.3	58.1	48.1	49.8
Special Education	7.4	11.5	26.5	8.0	9.7	22.7
English Learners Current + Former	69.2	21.5	28	46.6	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	49.2	24.9	36.1	36.5	23.9	32.7

##### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	73.2	53.4	58.6	77.0	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	81.3	74.7	78.2	82.9	79.0	77.1
Black/African American	61.7	37.4	43.9	63.3	41.1	40.9
Hispanic/Latino	70.0	44.8	50.5	70.4	48.2	47.9
Pacific Islander	>95	47.2	57.8	-	53.3	55.5
Two or More Races	68.0	60.0	65	77.5	64.6	63.2
White/Caucasian	74.8	64.0	69.6	80.3	67.2	68
Special Education	37.0	17.4	29.6	32.0	18.0	25.8
English Learners Current + Former	76.9	34.0	31.7	60.0	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	63.0	40.8	49.8	63.4	45.9	47.1

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 40.4 between school (89.5 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**12/15** NSPF score difference of 18.5 between school (89.5 points) and comparison school (71 points).

## Middle School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 51.4 between school (96.1 points) and comparison district (44.7 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**13/15** NSPF score difference of 22.1 between school (96.1 points) and comparison school (74 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

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

**7/15** Indicator bonus points for: FRL, EL.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 10$  to  $< 20\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**3/5** School IEP rate of  $\geq 5$  to  $< 10\%$  compared to district GrK-5 IEP rate of 11.9%.

**1/5** School EL rate of  $< 5\%$  compared to district GrK-5 EL rate of 19.3%.

## Middle School

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

**5/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 10$  to  $< 20\%$  compared to district Gr6-8 FRL rate of  $> 95\%$ .

**2/5** School IEP rate of  $\geq 5$  to  $< 10\%$  compared to district Gr6-8 IEP rate of 11.9%.

**2/5** School EL rate of  $< 5\%$  compared to district Gr6-8 EL rate of 13.6%.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	10	45 minutes
Students	10	45 minutes
School Leadership	7	45 minutes
Staff	13	45 minutes

### Governing Board<sup>1</sup>:

- The Doral board is comprised of seven members, with two having recently termed out. At present, all board positions are filled, indicating stability within the board structure. The board meets at least quarterly, with increased frequency, bi-monthly, while the school is in session. Notably, the board does not maintain standing committees; instead, committees are formed as needed. For example, a committee may be established for the recruitment of new board members or when selecting a new school principal.
- The board members bring a diverse range of expertise to the board. This includes human resources, legal expertise with a background in the deputy district attorney's office, financial acumen with an active CPA license, banking background, teaching experience in the Clark County School District, leadership as a principal at a charter school, and expertise in public relations and communications. Several board members also have children enrolled across the Doral network, providing a direct connection to the educational community.
- According to board members in the focus group, the board has been actively engaged in addressing the issue of chronic absenteeism. They have held extensive discussions with the administration from each of the Doral schools to gain insights into engaging families and educating them about attendance concerns. The board commends the Doral schools for their efforts in addressing absenteeism and reducing absences.
- From the board's perspective, the network's greatest strength lies in its personnel. Board members highly value the dedication and care exhibited by teachers, which positively impacts the classroom environment. They emphasize the integrity and professionalism displayed by both the administration and staff. Additionally, there is a special emphasis on the arts integration aspect of the schools, contributing to the network's unique educational model.
- The board acknowledges challenges related to staffing, particularly in attracting and retaining teachers within the profession. Board members suggested placing increased emphasis on conducting exit interviews and analyzing the responses provided by

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<sup>1</sup> Three members of the Seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

departing staff members.

- Traffic issues are noted to be a recurring trend across the Doral school network schools. The board indicates that various communications have been distributed to families to remind them of speed limits, traffic patterns, and walkways. Administrators express concern about safety and the availability of space around the schools. The involvement of Las Vegas Metropolitan law enforcement is cited as a measure taken on the first day of school, although regular presence may not be feasible.

### Parents/Families:

- Families at Doral Cactus Campus reported that the school maintains regular and daily contact with parents. The communication channels used include texting, email, and telephone and cover various aspects such as school events, emergency notifications, academic updates, and forthcoming meetings. Parents conveyed their appreciation for consistent communication. Notably, teachers adopted individual preferences for engaging families, with some teachers utilizing dedicated software computer applications, while others preferring email. Furthermore, there is a dedicated Facebook page through which the school conveys important information. The feedback from parents in the focus group sessions suggests the school places a strong emphasis on maintaining an open line of communication with parents, employing a variety of methods to ensure vital information is effectively shared and received.
- In response to the site evaluation team's query about the desired changes at the school, families at the Doral Cactus Campus predominantly expressed a unanimous concern regarding parking availability, with 100% of respondents emphasizing this issue. The insufficiency of parking for both visitors and staff emerged as a significant point of concern. Additionally, one parent mentioned the desire for sports programs to be hosted at the Cactus campus to eliminate the inconvenience of traveling long distances for participation. This suggestion is rooted in the practicality of enhancing sports accessibility, as the current gym facility at the Doral Campus is noted as too small for accommodating the various sports offered, posing challenges for teams seeking access. The feedback clearly highlights parking and sports facility accessibility as areas where improvement is desired by families at the school.
- Family members at Doral Cactus Campus conveyed strong relationships between their children and their children's teachers. One parent noted the close bond between her child and the teacher, emphasizing the teacher's responsiveness, especially in the context of her child's accommodations within the Individualized Education Plan (IEP). Parents collectively shared their appreciation for the administration's personal connection with each child, acknowledging that the principal is notably present at every school event. This feedback underscores the school's commitment to fostering strong teacher-student relationships and a visible, engaged administrative presence, which parents regard as significant assets in ensuring their children's well-being.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

- Students offered varied reasons for choosing to attend the Doral Cactus Campus. A notable number of students mentioned the school's proximity to their homes, enabling them to easily walk to and from school as a key factor in their decision. One student reported being influenced by a friend who already attended Doral Cactus. Additionally, the arts integration was mentioned as a significant draw for one student, indicating that family preferences played a role in their enrollment choice. These responses reflect the diverse reasons why students and their families find Doral Cactus to be a suitable fit for their educational needs, with considerations ranging from convenience to social connections and specific arts integration program offerings.
- When questioned about their awareness of behavior expectations, students at Doral Cactus Campus shared insights into their structured approach. They highlighted the presence of treatment agreements outlining expected behavior in interactions with themselves and teachers, with an emphasis on positive language. These agreements are collaboratively created by students in their classrooms at the beginning of the academic year, reinforcing a sense of ownership. The students expressed their commitment by signing these agreements, signifying their agreement to adhere to the outlined expectations. The school's approach appears to focus on promoting positive behaviors and fostering a sense of responsibility among students in a collaborative manner.
- Students at Doral Cactus Campus expressed a strong sense of comfort when it comes to asking for assistance in class. They mentioned that they feel at ease approaching teachers for help and are also open to staying after school to receive additional support. A notable example was shared by a middle school student, who highlighted that their math teacher provides individualized notes to aid in their schoolwork, a resource they can use at home for homework. Additionally, students pointed out the availability of specific class time and before-school periods, during which they can engage with teachers for academic assistance. This feedback suggests that Doral Cactus effectively promotes a supportive and inclusive learning environment, where students are encouraged to seek help and access resources to enhance their academic progress.

### Leadership:

- In response to SPCSA site evaluators<sup>1</sup> inquiries about fostering student voice and engagement in the classrooms at Doral Cactus, school leadership articulated a multifaceted approach. They highlighted the utilization of the Danielson rubric<sup>2</sup> and engagement-centered Focus 5<sup>3</sup> as frameworks for supporting student-generated higher-level questions and student-led activities. Leadership emphasized the role of professional development, peer observations at other Doral campuses, and network-wide practices in cultivating student voice and questioning skills.

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<sup>2</sup> The Danielson Framework Rubric is a system used to guide teacher observation and coaching, help identify areas of growth for teachers, measure and improve teacher effectiveness, evaluate the impact of professional development, and provide a common language and understanding of teaching practice.

<sup>3</sup> Focus 5 provides high-quality, professional learning opportunities and program consulting focused on aligning arts integration, best instructional practices, and current thinking in the field of arts and education.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- The use of signposts for close reading, development of math thinking, and implementation of math mentorship for diverse levels of thinking underscored their commitment to student-centered learning. The overarching theme of promoting engagement emerged as central to Doral's educational philosophy, recognizing it as a pivotal pathway for students to access deeper levels of understanding and participation in their education.
- Leadership reported they support teachers in ensuring clear learning targets for students through various approaches. They noted the consistent use of common language and a unified approach to framing learning objectives across the school, promoting uniformity in communication. They also underscored their transition to a Professional Learning Community (PLC) model and their practice of backward design, where they use student data to understand what students have learned and what they still need to learn. The integration of The Seven Habits<sup>4</sup> is a key component of their strategy, and they are actively encouraging students to reflect on their learning, focusing on the ultimate learning objectives. Additionally, teachers play a role in fostering self-assessment among students at the end of lessons, promoting greater awareness of their own learning. Classroom observations should reveal evidence of this through the consistent language used for learning objectives, alignment with data-driven instruction, and students actively engaging in self-assessment and reflection.
- In response to the SPCSA site evaluators' inquiry regarding staffing challenges mentioned in the previous 2021 site evaluation report, the leadership at the Doral Cactus Campus conveyed a sense of stability and success in addressing this issue. They noted receiving emails from prospective teachers interested in joining the campus and highlighted the attraction of parents, who had taken breaks from education to raise their families, expressing interest in returning to education through teaching at Doral Cactus. The school's preference for internal growth and close collaboration with the University of Nevada, Las Vegas Alternate Route to Licensure program showcased its dedication to nurturing talent from within and its commitment to education. The explanation that teacher departures primarily occurred due to personal milestones like starting families or retiring, coupled with a significant portion of the leadership team having ascended through the ranks from teacher to leadership roles, demonstrates the school's strong culture of professional development and internal progression, contributing to their overall stability in staffing.

### Staff:

- When asked about their motivations for choosing to work at Doral Cactus Campus within the Doral network, faculty members cited several compelling reasons. One teacher highlighted their previous experience student teaching at Doral Cactus as a significant influence in their decision. A prevailing sentiment among faculty was the welcoming and supportive atmosphere at the school. Staff emphasized that the school provides a warm

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<sup>4</sup> The 7 Habits help students learn and apply communication, collaboration, critical thinking, creativity, and social-emotional skills. Additionally, the 7 Habits give students, families, and staff members a common language and are essential in building a strong leadership culture at our school.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

and personable orientation for new hires, fostering a sense of belonging. In particular, one staff member, who had teaching experience at multiple Doral campuses, underscored the feeling of familial camaraderie at Doral Cactus, where support, kindness, and mutual assistance among colleagues were highly valued. Moreover, a third teacher indicated a deliberate preference for teaching at charter schools, based on their prior experience as a student teacher in a charter school. This feedback collectively paints a picture of Doral Cactus as an inviting and supportive educational environment, where both familiarity and a strong sense of community are pivotal factors in motivating faculty to work within the Doral network.

- In response to an inquiry about fostering academic discourse within the classroom, faculty at Doral Cactus Campus shared their approaches. Members of the teaching staff mentioned the use of sentence stems and math conversations, as well as employing the Socratic seminar method to stimulate academic discussions. Additionally, a special education (SPED) teacher highlighted the challenges of promoting academic language among her students and the significance of providing multiple explanations and consistent repetition. To enhance comprehension, she utilizes various visual aids, including videos, pictures, and movement-based strategies. This feedback illustrates the school's commitment to facilitating academic discourse through diverse techniques and adaptable approaches, especially for students with specific learning needs in the SPED program.
- In response to a question about professional development (PD) related to student engagement and student-led instruction, faculty members at Doral Cactus Campus detailed their commitment to these areas. Arts integration PD is a regular feature on PD days, with a specific focus on enveloping student engagement within these sessions. Math specialists conduct monthly workshops, particularly for elementary-level classes, emphasizing differentiation. This approach includes incorporating student choice, and centers, and utilizing educational applications for additional student support. Furthermore, faculty members actively engage in national conferences and share their insights and knowledge with colleagues. The school's partnership with the Kennedy Center<sup>5</sup> is another notable avenue for PD, with the Focus 5 group providing monthly sessions and opportunities for faculty to attend the Kennedy Center during the summer. This commitment to diverse and ongoing professional development is clearly geared towards enhancing teachers' capacity to foster student engagement and student-led instruction within their classrooms, aligning with the school's dedication to improving student outcomes.

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<sup>5</sup> As the Nation's Cultural Center, the Kennedy Center's objective is to invite art into the lives of all Americans and ensure it represents the cultural diversity of America.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 41 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 16</b>	<b>Total: 24</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 13</b>	<b>Total: 28</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 14</b>	<b>Total: 24</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 24</b>	<b>Total: 15</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 27</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 28</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 4</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 17</b>	<b>Total: 24</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 16</b>	<b>Total: 24</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Additional information about the classroom observations shared here when applicable

1. In one elementary classroom, two teachers pulled small groups. A third teacher provided additional support for students. Teachers had very good classroom management skills.
2. Students observed how shadows are formed and can be changed in random teams of four. Each group delegated a scribe. Groups read fairy tales and created a shadow script integrating their scientific understanding of light and shadows and how this knowledge can be blended with English language arts to tell a story. Once the script was created students were to practice their visual performance by the end of the week.
3. In one upper elementary class, students worked in pairs coaching each other on oral presentations. Students reminded their peers to make eye contact, not hold their notes in front of their face, and to say thank you.
4. In one middle-level art class, students completed sketchbook assignments to turn in at the end of the week. Students were self-directed and completed various tasks individually.
5. In one upper elementary classroom, the teacher pulled a small group of students and provided targeted instruction.
6. In one upper elementary classroom, two teachers pulled small groups for reading. Some students were off task. The teacher was successful some of the time when redirecting students.
7. In a lower elementary classroom, students use manipulatives to build shapes. They pull blocks, make shapes, and make new shapes. The big idea is composing shapes.
8. In one elementary classroom, students circulated among centers. They explained concepts to peers as they worked in each of the six centers. Two teachers walked the room assisting students and answering questions.
9. In one middle school classroom, students worked on the board to solve math problems with partners.
10. In one middle school classroom, students worked in groups to solve math equations.

# ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
<p><b>Indicator 1: Education Program</b></p>	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program.                      Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students.                      Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Doral Academy of Nevada students build skills in analyzing, expressing information, interpreting, and reflecting on their learning by creating products that demonstrate both academic knowledge and artistic expression. Evidence gathered during the student, staff, leadership, and family focus group indicates the school is implementing the material terms of its educational program as stated in the charter. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and English Learners (EL) with meaningful access to grade-level content and standards.</p>

<p><b>Indicator 3:</b> Governance and Reporting</p>	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Each year, the Doral Academy of Nevada Board of Directors and administrators evaluate the Education Service Provider, Academica Nevada. This survey provides feedback on ways to strengthen the schools' financial, legal, compliance, and building operations.</p>
<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately <b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>The site evaluation team observed student and staff records are maintained under lock and key and stored appropriately.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of the health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>All classrooms were observed to have evacuation plans posted.</p> <p>Tagged fire extinguishers exist throughout the school.</p> <p>The nurse station had a cot, sharps container, and a refrigerator for storing medication.</p>

### Measures of Progress from Previous Site Evaluations

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

<p>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> <li>• The SPCSA advises that Doral campuses need to actively work on enrolling a more diverse student population, particularly focusing on Free and Reduced Lunch and Second Language Learners, in comparison to Clark County, to improve the Enrollment Diversity Indicator.</li> <li>• SPCSA staff suggests that Doral Cactus explore MTSS opportunities through the SPCSA to address challenges resulting from the COVID-19 pandemic, offering training for staff and SEL support at tiers 1, 2, and 3.</li> <li>• The SPCSA recommends Doral Cactus maintain partnerships to address staffing challenges, as these partnerships have reduced teacher turnover and built strong relationships with newcomers to the teaching profession. Additionally, SPCSA recommends continuing efforts to guide long-term substitute teachers toward earning teaching degrees.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> <li>• There has been an increase in students who receive free and reduced-price lunch and EL students from the 22-23 SY to the 23-24 SY.</li> <li>• A Restorative Practices Task Force has been created which provides training throughout the school year.</li> <li>• Cactus has a partnership with UNLV for pre-service and student teachers.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> <li>• Doral Cactus leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing.</li> <li>• SPCSA staff agrees with this assessment and concludes that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</li> </ul>

# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

### Doral Network Strengths:

- **Strong Commitment to Mission and Vision**  
The Doral Academy network demonstrates a strong buy-in from staff and a deep commitment to living the mission and vision of the organization. This commitment extends to providing a holistic education experience, incorporating arts integration, social-emotional development, research-based practices, Science Technology Engineering Art Mathematics (STEAM), and restorative justice, which is consistent across campuses.
- **Positive School Climate and Supportive Relationships**  
Network-wide, there is a positive school climate characterized by strong relationships among students, families, and staff. High expectations are set for all learners, and there is a consistent framework of behavior expectations. This network strength is marked by the collection of feedback for continuous improvement, creating a supportive and nurturing educational environment.
- **Effective Classroom Engagement**  
Across the Doral Academy network, there are high levels of student engagement in the classrooms. Effective questioning, good pacing, and collaborative learning practices are consistently observed, contributing to vibrant and active learning environments.
- **Data-Driven Decision-Making**  
Data-based decision-making is a consistent practice across the network. This includes progress monitoring, collaborative instructional decisions, and transparent communication with the school board. The network's emphasis on utilizing data to inform instructional strategies and educational direction is a significant strength.
- **Consistent Curriculum Implementation**  
There is full staff buy-in and support for the use of research-based curriculum with consistency across grade levels. Professional Learning Communities (PLCs) are employed to ensure a focus on the "why" and "how" of curriculum implementation, strengthening grade/content level consistency. This network strength fosters a shared expectation of rigor and adherence to grade-level standards.
- **Emphasis on Professional Learning**  
The network prioritizes professional development and mentoring. Staff members have access to mentoring and teacher leadership programs that contribute to their growth and development as educators. This network-wide focus on professional learning is an essential strength.

# SITE EVALUATION FINDINGS

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## STRENGTHS Continued

- **Promotion of Social and Emotional Learning**  
The Doral Academy network promotes social and emotional learning through daily practices and engagement with students. This commitment to fostering kindness, leadership, service projects, and participation in clubs and activities is a significant network strength.
- **Highly Engaged Staff and Community**  
Both staff and families within the Doral network actively engage in the school community. This engagement contributes to a sense of belonging and a positive school culture that supports student success.

### Doral Cactus Strengths:

- **Positive Atmosphere and Student Focus**  
SPCSA site evaluators noted a pervasive commitment to fostering a positive atmosphere at the Doral Cactus campus. This commitment was evident in strong teacher-to-teacher relationships, contributing to a collaborative and supportive environment. Furthermore, meaningful connections between teachers and students were identified, enhancing the overall learning experience. The active involvement of the Student Council (STUCO) in promoting student leadership and engagement was observed, with council members warmly greeting SPCSA staff. The establishment of a teacher pipeline from UNLV was acknowledged as a strategic initiative to address teacher shortages across multiple Doral campuses. Thriving student-to-student relationships and consistent retention of Cactus students underscored the development of a robust and enduring school culture. Notably, the Upper School demonstrated impressive teacher retention, reflecting a dedication to staff continuity.
- **Effective Collaboration**  
Collaboration emerged as a key strength within the Doral Cactus campus, both among grade levels and departments. The implementation of Arts Integration was highlighted for its positive impact on student engagement and creativity. Resource allocation for differentiation was recognized as effectively meeting the diverse needs of students, contributing to a supportive learning environment. The presence of specialized teams, including the Behavior Team, Restorative Justice Team, and Counseling Team, reflected the school's commitment to holistic student support and well-being. These collaborative efforts signify a comprehensive approach to addressing various aspects of student development and success.

## CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- **Academic Performance and Staffing Issues**  
The SPCSA site evaluators identified areas of concern related to academic performance and staffing at the Doral Cactus campus. A noticeable drop in English Language Arts (ELA) proficiency prompted a recommendation for a closer examination of teaching strategies and available resources. Chronic absenteeism was recognized as a significant concern, suggesting the potential need for targeted interventions to improve student attendance. The presence of new staff and staff movements within the school raised considerations about continuity and student support, emphasizing the importance of addressing staffing challenges for sustained academic excellence.
- **Special Education Resources and Demands**  
Challenges in Special Education (SPED) resources and needs were reported by the leadership at the Doral Cactus campus. This included concerns about the availability of space for self-contained classrooms, indicating a need for strategic planning to address special education requirements effectively. The school also faces a substantial volume of service minutes required for SPED students, necessitating a thorough review of resource allocation and the implementation of support strategies to meet the demands of special education effectively.
- **Infrastructure and Traffic Issues**  
The SPCSA site evaluators highlighted infrastructure and traffic-related challenges at the Doral Cactus campus. Traffic congestion, limited parking, and ongoing construction were identified as logistical hurdles affecting both students and parents. Students expressed a need for additional crossing guards to enhance safety during peak traffic times. Parents reported disruptions and inconveniences caused by new construction, emphasizing the importance of addressing these infrastructure concerns to create a more conducive and secure learning environment.

## RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

### Doral Network Recommendations:

- **Diversity and Inclusivity Initiatives:**

A common recommendation across multiple campuses is to work on attracting and enrolling a more diverse student population. The network should continue to create and implement targeted strategies to foster inclusivity, reaching out to underserved communities and providing support and resources for students with an Individualized Education Plan (IEP), Free and Reduced Lunch (FRL), and English Learner (EL) backgrounds. These initiatives should be network-wide and consistent to reflect the diversity of the broader community.

- **Traffic and Safety Concerns:**

Traffic, parking, and safety concerns were raised by multiple campuses. These concerns could be network-wide as similar issues may arise at different locations. It's recommended that the Doral network collaborate with local authorities to address these challenges effectively. A coordinated approach to school traffic management and student safety should be considered.

- **Teacher Retention and Development:**

The challenge of teacher turnover or teacher retention was identified in some campuses. The Doral Academy network should continue to implement strategies to attract and retain highly qualified educators. This could include developing pathways for teacher growth and leadership, conducting more extensive exit interviews to understand reasons for departures, and providing professional development opportunities for teacher development.

### Doral Cactus Recommendations:

- **Boost Academic Performance**

Continue to develop a comprehensive plan to improve academic performance at the Doral Cactus Campus. Consider initiatives such as providing targeted professional development for staff to enhance instructional strategies and pedagogy. Continue to strengthen Professional Learning Communities (PLCs) to facilitate collaboration among educators, fostering a culture of continuous improvement. This may assist in moving more classrooms from proficient to distinguished.

- **Address Infrastructure and Traffic Concerns**

Continue to prioritize addressing infrastructure and traffic concerns to ensure the safety and convenience of students, staff, and parents. This may include developing a comprehensive plan to mitigate traffic issues, including a review of parking facilities and the addition of crossing guards if needed. Continue addressing ongoing construction challenges to minimize disruptions.

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

There were no deficiencies identified for Doral Cactus during this site evaluation.