Nevada State Public Charter School Authority

Site Evaluation Report: **Doral Academy Saddle**
Evaluation Date: 10/17/2023

State Public Charter School Authority
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https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 17, 2023, at Doral Academy Saddle. 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.
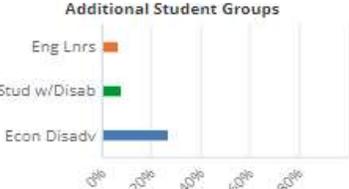
SCHOOL BACKGROUND

Doral Academy Saddle is located in Las Vegas, Nevada in a facility at 9625 W. Saddle Avenue. The school serves 995 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."

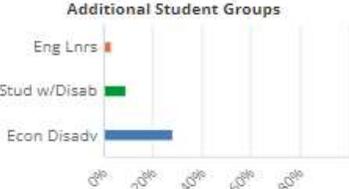# ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

Doral Academy Saddle

School Year 2022-2023 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	9625 West Saddle Ave Las Vegas, NV 89147

85.5
Total Index Score

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

Student Race/Ethnicity

33.2%	White
7.8%	Bl/Afr Am
23.5%	Hisp/Latino
19.5%	Asian
0.0%	Am Ind/AK Nat
1.1%	Pac Isl
14.6%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	84.5 NR
2020-2021	78.0 ★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Doral Academy Saddle

School Year 2022-2023 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	9625 West Saddle Ave Las Vegas, NV 89147

78.8
Total Index Score

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

Student Race/Ethnicity

37.3%	White
10.3%	Bl/Afr Am
25.3%	Hisp/Latino
10.8%	Asian
0.2%	Am Ind/AK Nat
1.6%	Pac Isl
14.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	85.5 NR
2020-2021	81.6 ★★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

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Math and ELA Results
Nevada School Performance Framework
2023

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Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.1	52.0	53.5	58.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	72.8	74.5	71.9	69.2	72.8	70.4
Black/African American	37.9	31.4	38.9	48.3	30.3	35.7
Hispanic/Latino	64.2	42.2	45.5	53.9	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	69.2	57.8	59.6	58.1	55.6	57.5
White/Caucasian	62.5	63.7	63.3	60.3	60.7	61.3
Special Education	26.9	29.1	35.5	19.2	26.3	32.1
English Learners Current + Former	52.0	38.1	42	55.1	34.9	39
English Learners Current	40.0	27.6		50.0	25.5	
Economically Disadvantaged	55.8	39.0	44.9	50.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	66.4	54.6	61.2	69.1	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	74.1	74.1	77.8	71.1	74.9	76.7
Black/African American	37.9	37.5	48.2	51.6	39.8	45.4
Hispanic/Latino	68.5	45.9	53.2	71.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	64.1	60.7	67.9	74.4	61.5	66.2
White/Caucasian	69.1	64.4	70.6	70.6	65.5	69
Special Education	34.6	27.4	36.8	42.3	25.5	33.5
English Learners Current + Former	40.0	37.6	47.2	60.1	37.4	44.4
English Learners Current	26.6	24.1		50.0	24.4	
Economically Disadvantaged	60.4	42.0	51.9	61.2	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	46.3	38.5	42.7	41.7	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	65.7	62.5	62.6	60.9	62.7	60.6
Black/African American	29.7	19.4	31	25.8	18.2	27.3
Hispanic/Latino	40.4	28.3	36.2	31.8	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	40.8	44.5	46.4	39.1	41.8	43.6
White/Caucasian	51.8	51.4	52.3	48.5	48.1	49.8
Special Education	6.8	11.5	26.5	10.5	9.7	22.7
English Learners Current + Former	40.7	21.5	28	32.6	20.1	24.2
English Learners Current	20.0	6.5		20.0	7.6	
Economically Disadvantaged	38.6	24.9	36.1	28.4	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	59.9	53.4	58.6	62.0	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	68.4	74.7	78.2	70.7	79.0	77.1
Black/African American	54.0	37.4	43.9	50.0	41.1	40.9
Hispanic/Latino	57.3	44.8	50.5	51.1	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	57.1	60.0	65	64.4	64.6	63.2
White/Caucasian	62.4	64.0	69.6	68.6	67.2	68
Special Education	20.6	17.4	29.6	21.0	18.0	25.8
English Learners Current + Former	48.1	34.0	31.7	39.9	38.8	28.1
English Learners Current	10.0	12.0		10.0	16.7	
Economically Disadvantaged	48.5	40.8	49.8	53.6	45.9	47.1

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School	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 35.4 between school (84.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

8/15 — NSPF score difference of 10.5 between school (84.5 points) and comparison school (74 points).

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 40.8 between school (85.5 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

13/15 — NSPF score difference of 21.5 between school (85.5 points) and comparison school (64 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School	Middle School

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

7/15 — 0 bonus points in indicator. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 — School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

3/5 — School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 11.9%.

2/5 — School EL rate of <5% compared to district GrK-5 EL rate of 19.3%.

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

7/15 — 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 ≥20 to <30% compared to district Gr6-8 FRL rate of >95%.

4/5 — School IEP rate of ≥10 to <15% 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

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	8	45 minutes
Students	14	45 minutes
School Leadership	8	45 minutes
Staff	10	45 minutes

Governing Board[1]:

- 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 table. 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 in Doral schools, providing a direct connection to the educational community.

- 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 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. They suggest placing increased emphasis on conducting exit interviews and analyzing the responses provided by departing staff members.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

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

Parents/Families:
- Parents provided various reasons for choosing Doral Saddle for their children. Some parents mentioned that they had friends with children attending other Doral campuses and liked the STEM[2] focus and arts integration at Doral Saddle. Proximity to their home was also a factor for some parents. Others mentioned that the school's K-8 structure appealed to them because it offered consistency during the formative years of their children's education. The arts integration component was significant for multiple parents, especially those with a family background in the arts and performance. The strong sense of parent involvement and engagement at Doral Saddle was emphasized by one parent.

- Parents generally expressed positive feedback regarding the school's communication with parents and families. They mentioned a weekly newsletter that keeps them informed about school events and policies. My Education Data, an online data platform, was highlighted as a useful tool to receive an overview of school events and access specific information about their children's grades and assignments. Parents appreciated the efforts made by teachers to build relationships not only with the students but also with their families. The willingness of teachers to make phone calls when needed and the comfort level in approaching teachers with questions or concerns were seen as valuable aspects of the school's communication.

- Parents reported their children often use academic language at home. They provided examples of various mnemonics and academic concepts that their children shared with them. While one middle school parent mentioned that her children might be less inclined to share information, it was attributed to the typical behavior of middle school students.

Students:
- Students mentioned that their parents played a significant role in selecting this school for them. They expressed that their parents had researched and determined that Doral Saddle was the best fit for them. Proximity to their homes was also a factor that contributed to the decision. Additionally, students mentioned an attraction to the arts integration aspect of the school.

- Students reported that the orientation at the school involved meeting teachers and receiving information about clubs and after-school activities. Students who enrolled at the

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[2] STEM stands for Science, Technology, Engineering, and Mathematics, representing an interdisciplinary approach to education that integrates these core subjects to promote critical thinking, problem-solving, and innovation.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

school after the beginning of the year were given escorts from the office to help them become acquainted with the school. Students noted that teachers went out of their way to make them feel comfortable, even in preparation for exams. They emphasized the role of teachers in making them feel like part of the school community.

- Students shared a range of subjects they are currently learning. Examples included topics like slope in pre-algebra, reading historical fiction, addition and subtraction of three and four-digit numbers, philosophy, political science, sociology, law, and learning about Picasso. There were also mentions of lessons on main ideas, key ideas, division, prime numbers, and leadership classes focused on using one's voice and understanding others' perspectives. Some students mentioned upcoming trips, such as a Disney trip for students in leadership class and a Boston trip for those in history class.

- Students explained that they were made aware of the expectations for behavior from the very first day of school. The principal addressed each grade in the cafeteria and talked about the "three R's" and schoolwide behavioral expectations. Visual reminders of these expectations were placed throughout the school. In classrooms, there was a treatment agreement established between teachers and students, as well as among students themselves and between students and teachers. Students receive "Dragon dollars" as recognition for displaying the three R's, which they can use at the Dragon shop or the local yogurt shop with the principal. Dragon dollars can also be used for privileges like sitting outside during lunch.

Leadership:
- According to leadership at Doral Saddle, the school follows the Danielson rubric[3] for classroom observations, with an emphasis on student voice as a key difference between distinguished and proficient classrooms. To support staff in implementing student-generated higher-level questions and student-led activities, leadership reported that professional development (PD) sessions have been provided. PD for the 2022-2023 school year focused on various aspects. These include cooperative learning strategies, small group success, collaborative conversations, fishbowl and jigsaw activities. Leadership explained, "These strategies are designed to encourage teachers to take on a facilitator role in the classroom, and the goal is to see these principles play out in the classroom."

- Leadership reported that ESSER[4] funds have been allocated to support students in alignment with the school's School Performance Plan (SPP). Leadership shared, "Initially,

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[3] 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.
[4] ESSER funds stand for Elementary and Secondary School Emergency Relief funds. These are federal funds allocated to address the impact of the COVID-19 pandemic on elementary and secondary schools in the United States. The ESSER funds are part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act and subsequent relief packages. The purpose of ESSER funds is to provide financial assistance to schools to support a variety of needs, including ensuring the health and safety of students and staff, addressing learning loss, purchasing educational technology, and implementing other strategies to support the continuity of learning during and after the pandemic. Each state receives a share of ESSER funds, and local educational agencies distribute the funds to eligible schools based on specific criteria and needs.

FOCUS GROUP SUMMARY continued

a significant portion of the ESSER funds were directed toward technology and Wi-Fi hotspots. The funds have also been used to train teachers in the science of reading. To incentivize teacher participation, stipends are offered, and teachers must complete extensive training requirements." In addition, the leadership reported that ESSER funds have been invested in instructional coaches and full-time staff.

- Members of leadership reported that the school conducts various orientation activities for families and students. These include kindergarten "round-up" sessions, tours for new families, transition assemblies for parents and families moving from 5th to 6th grade, and welcome meetings for special needs families. For fifth graders, there is a Google form that pre-populates with questions. The school holds formal open house nights for both upper school and elementary school, providing opportunities for parents and students to get familiar with the school and ask questions.

- Leadership explained that Doral Saddle has experienced growth in its English Learner (EL) population, with a 17% increase this year and a ninth percent exit rate. The school utilizes Imagine Learning[5], Wonders Learning curriculum[6], and WIDA[7] assessments for EL students.

- Leadership considers its MTSS (Multi-Tiered System of Supports) practices to be a strength. The MTSS framework acts as an umbrella for trauma response. A three-year strategic MTSS plan has been developed. The school has conducted PD on relationship building, conversation words, and vocabulary, as well as how to build connections through activities like connection circles and check-in circles. The school addresses behavior issues when they occur in the classroom. Additionally, administrators are trained in interventions beyond the classroom, including harm circles and peer mediation. The school-wide presentations are conducted at each grade level and with parents. The school has been recognized with the gold award for MTSS implementation and will receive this award in Reno.

Staff:
- Several staff members shared their motivations for choosing to work at Doral Saddle. Some mentioned that the campus's proximity to their homes was a determining factor, while others appreciated that it was further away from their residences, allowing them to maintain a degree of separation from students in their neighborhoods. The arts integration component of the campus was emphasized by several faculty members. They also expressed feeling supported by the administration at Doral Saddle. A notable aspect

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[5] Imagine Learning is an educational technology company that provides a comprehensive digital platform designed to support English learners (ELs) in developing language and literacy skills. The Imagine Learning platform typically includes interactive and adaptive lessons, activities, and assessments tailored to the needs of English learners.
[6] Wonders is an elementary literacy curriculum designed to enhance reading, writing, and language development in students. It provides comprehensive resources for teachers to support English language arts instruction.
[7] The WIDA (World-Class Instructional Design and Assessment) assessment is a series of English language proficiency tests designed to measure the language development and academic progress of multilingual learners, providing educators with insights to support language acquisition in educational settings.

FOCUS GROUP SUMMARY continued

mentioned was the opportunity for staff to work while completing their licensure at the school, contributing to a "grow your own" atmosphere. This sense of comfort and feeling at home was echoed by several participants. Additionally, school safety was cited as an important consideration.

- Staff members reported participating in professional development related to student engagement and student-led instruction. Examples included training on Focus Five[8] and the incorporation of physical activities in the classroom. Collaboration with teachers from other Doral campuses was highlighted as a valuable practice, with regular meetings to set unit goals, share teaching strategies, and reflect on what can be improved. Teachers mentioned attending conferences and book studies, such as the PLC Plus book study, to enhance their teaching strategies and student engagement. The commitment to continuous learning and seeking out innovative teaching techniques was evident.

- Staff members discussed their collaborative efforts to meet the diverse needs of all students, including those with an Individualized Education Plan (IEP), English learners, and students with opportunity gaps. Teachers mentioned visiting the previous year's teachers to understand effective strategies for individual students. Collaboration among the entire school team, including counselors and specialists, was emphasized as essential for student success. Regular Professional Learning Communities (PLCs) and Response to Intervention (RTI) were mentioned as valuable forums for collaboration. Setting classroom expectations at the beginning of the year was considered an effective practice for student success.

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[8] Focus 5, Inc. 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.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 32 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 8	Total: 22	Total: 2	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 12	Total: 18	Total: 2	Total: 0	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 11	Total: 18	Total: 2	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 18	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 25	Total: 2	Total: 0	Total: 5
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 7	Total: 20	Total: 2	Total: 0	Total: 3

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 20	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	Total: 22	Total: 1	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable.

1. In a middle-level social studies class at Doral Saddle, students collaborated in groups of three to research World War I technology. Each group member had a specific role, such as researcher, verifier, or slide creator. The class combined their findings into a comprehensive presentation, utilizing sources like the Smithsonian and the World Encyclopedia for their research.
2. At the elementary level in a classroom, two teachers conducted targeted interventions with separate groups, while the remaining students participated in group activities at centers. The transition between rotations was seamless and efficient, showcasing effective classroom management.
3. Middle school students at Doral Saddle engaged in a jigsaw activity where they worked in groups to discuss specific information. Each group member then shared their findings with the central group, fostering collaborative learning.
4. In a lower elementary classroom, a teacher demonstrated excellent classroom management with a positive reinforcement approach. A classroom helper supported student learning by providing necessary supplies and sitting alongside students on the carpet.
5. In an English language arts class, middle school students collaborated in pairs to write a story using their laptops, showcasing a technology-integrated approach to learning.
6. In another lower elementary classroom, a teacher exhibited a predominantly negative tone, frequently using directives and correctional remarks. The overall atmosphere suggested discontent, contrasting with the positive tone observed in other classrooms.
7. During a connection circle in middle school at Doral Saddle, students followed established rules, with one student reading them aloud. The teacher introduced prompts, and students took turns speaking in a structured and respectful manner.
8. An early elementary classroom at Doral Saddle, with 25 students and two adults, demonstrated effective individual check-ins and task discussions. The teacher facilitated a lesson by prompting students to recall a previous story, encouraging partner discussions, and fostering considerable student engagement in academic conversations.
9. In a Gifted and Talented (GATE) class at Doral Saddle, students compared and contrasted Machiavelli and Confucius. The teacher-guided discussions, prompting students to relate the philosophers' ideas to contemporary events.
10. Students at Doral Saddle participated in center rotations, including independent reading, teacher-led sessions, assignments, and vocabulary activities. The students demonstrated engagement and focus across various learning centers.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b**: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d:** The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Doral Academy of Nevada students build skills in analyzing, expressing information, interpreting, and reflecting on their learning by creating products that demonstrate both academic knowledge and artistic expression. Evidence gathered during the student, staff, leadership, and family focus group indicates Doral Academy is implementing the material terms of its educational program as stated in the charter. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider	Each year, the Doral Academy of Nevada Board of Directors and administrators evaluate our Education Service Provider, Academica Nevada. This survey provides feedback on ways to strengthen the schools' financial, legal, compliance, and building operations

Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately. **Measure 4d:** Personnel files are under lock and key/stored appropriately.	The site evaluation team observed student and staff records are maintained under lock and key and stored appropriately.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted. • The school has fire extinguishers on all floors which are tagged. • Active permit for food service (if applicable). • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration.	All classrooms were observed to have evacuation plans posted. A set of updated and tagged fire extinguishers exist throughout the school. The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.

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

Prior recommendations by SPCSA staff	• 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. • SPCSA staff suggests that Doral Saddle 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. • Continue the focus on increasing classroom discourse at the middle school level. The SPCSA suggests that the Saddle campus partner with the Fire Mesa campus to observe and further strengthen accountable talk. Other student-led engagement may include Socratic seminars and Number Talks to name a few.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Leadership reported that there has been an increase in FRL and EL students from the 22-23 SY to the 23-24 school year. • Leadership shared that the Doral Saddle adopted MTSS during the 22-23 SY. • According to leadership, professional learning opportunities have been provided to staff members on using discourse to increase engagement.
SPCSA staff assessment based upon findings during site evaluation	• Doral Saddle leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing. • SPCSA staff agrees with this assessment and concludes that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

SITE EVALUATION FINDINGS

STRENGTHS

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

<u>Doral Network Strengths:</u>

- **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

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 Saddle Strengths:

- **Professional Learning Community (PLC):**
  At Doral Saddle, the Professional Learning Community (PLC) is a cornerstone of the school's success. Staff members reported a high level of training and proficiency in the PLC process. The entire school participates in a school-wide book study, fostering a culture of collaborative learning. Comprehensive training sessions and regular meetings for PLC Activators and Math Mentors enhance their effectiveness in supporting teachers and students. The school's structured weekly schedule for PLC meetings ensures a routine focus on collaboration and data analysis. The systematic analysis of student data drives instructional strategies tailored to individual needs, showcasing a commitment to academic excellence through collaborative efforts.

- **Multi-Tiered Systems of Support (MTSS):**
  Doral Saddle demonstrates a proactive approach to addressing challenges, highlighted by the swift and effective response to the SPCSA site visit in January 2022. The implementation of the school-wide Positive Behavior Interventions and Supports (PBIS) program, known as "Dragon Dollars," contributes to a positive school culture. The school has an efficient system for reporting and recording behavioral incidents, promoting transparency and accountability. Staff members undergo thorough training in Restorative Practices, emphasizing the school's dedication to restorative justice and community building. Advancing to Tier II in the MTSS state cohort showcases the school's commitment to providing comprehensive support to students, and the implementation of Restorative Practices underscores the campus's leadership in this essential area.

- **Community Engagement:**
  Doral Saddle's staff demonstrates a strong commitment to putting students' needs first, creating a student-centered environment. Focus groups consider the needs and perspectives of various stakeholders, contributing to a well-rounded approach to school improvement. Significant parent involvement at the elementary level fosters a sense of community and collaboration between the school and families.

- **Intellectual Engagement:**
  Intellectual engagement is a hallmark at Doral Saddle, with students consistently engaged in every classroom visited. This emphasizes a culture of active learning and participation throughout the school, creating a vibrant and intellectually stimulating environment.

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.

- **Development of a Response to Intervention Plan (Grades 6-8):**
  Doral Saddle faces the challenge of implementing a Response to Intervention (RTI) plan for Grades six through eight. To address this, a team comprising upper school (US) teachers has been formed for RTI committee participation. The school is working on identifying specific data elements for student selection, determining appropriate progress monitoring tools, and establishing a structured framework to provide support to students requiring intervention. This comprehensive effort aims to create an effective RTI plan tailored to the unique needs of students in Grades 6-8.

- **Addressing Chronic Absenteeism:**
  In the post-COVID era, Doral Saddle is grappling with reduced parental vigilance toward school attendance, leading to notable absenteeism rates of 6.9% for elementary school (ES) and 14.3% for upper school (US). The school is implementing ongoing monitoring of student absenteeism and rigorous follow-up procedures with families to mitigate chronic absenteeism concerns. This challenge underscores the need for targeted strategies to improve attendance rates and enhance student engagement.

- **Infrastructure and Traffic Issues:**
  Doral Saddle is contending with infrastructure and traffic issues that pose logistical challenges for both students and parents. Traffic congestion, parking limitations, and ongoing construction are creating hurdles for the school community. To address safety concerns, students express a need for additional crossing guards during peak traffic times. Parents have reported disruptions and inconvenience due to new construction, emphasizing the urgency of addressing these infrastructure issues to ensure a smooth and safe school 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.

<u>Doral Network Recommendations:</u>

- **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.

<u>Doral Saddle Recommendations:</u>

- **Enhance Academic Achievement:**
  The Doral Saddle Campus should persist in refining a holistic strategy aimed at elevating academic achievement. This strategy might encompass implementing focused professional development opportunities for the faculty, designed to enrich instructional methods and teaching practices. Furthermore, the school should continue fortifying the Professional Learning Communities (PLCs) to nurture an environment of collaboration among educators, thereby nurturing a culture of ongoing enhancement. This approach has the potential to advance more classrooms from the proficient category to distinguished levels of performance.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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