



Nevada State Public Charter School Authority

Site Evaluation Report: Doral Academy West Pebble

Evaluation Date: 10/18/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Appendices

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/

C: SPCSA Organizational Framework

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 18, 2023, at Doral Academy West Pebble. 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.

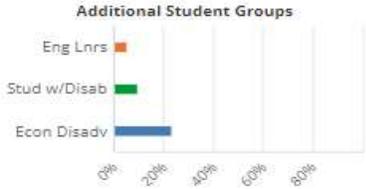
SCHOOL BACKGROUND

Doral Academy West Pebble is located in Las Vegas, Nevada in a facility at 6435 W Pebble Rd. The school serves 1,000 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."

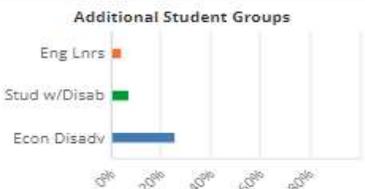
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Doral Academy West Pebble School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Elementary School <i>Grade:</i> KG-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 6435 W. Pebble <i>Address:</i> Las Vegas, NV 89139</p>	 <p>65.0 Total Index Score</p>	<p>School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met</p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.1% White 8.6% Bl/Afr Am 21.8% Hisp/Latino 22.5% Asian 0.0% Am Ind/AK Nat 0.9% Pac Isl 14.8% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>87.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>87.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	87.5 NR	2020-2021	87.5 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	87.5 NR							
2020-2021	87.5 ★★★★★							

Doral Academy West Pebble School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade:</i> KG-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 6435 W. Pebble <i>Address:</i> Las Vegas, NV 89139</p>	 <p>87.5 Total Index Score</p>	<p>School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met</p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.7% White 9.9% Bl/Afr Am 22.9% Hisp/Latino 21.8% Asian 0.0% Am Ind/AK Nat 2.4% Pac Isl 11.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>89.4 NR</td> </tr> <tr> <td>2020-2021</td> <td>92.7 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	89.4 NR	2020-2021	92.7 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	89.4 NR							
2020-2021	92.7 ★★★★★							

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	61.7	52.0	53.5	64.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	76.9	74.5	71.9	74.3	72.8	70.4
Black/African American	48.1	31.4	38.9	62.0	30.3	35.7
Hispanic/Latino	52.2	42.2	45.5	54.5	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	73.8	57.8	59.6	61.5	55.6	57.5
White/Caucasian	57.5	63.7	63.3	65.3	60.7	61.3
Special Education	31.2	29.1	35.5	40.6	26.3	32.1
English Learners Current + Former	62.5	38.1	42	59.3	34.9	39
English Learners Current	45.0	27.6		50.0	25.5	
Economically Disadvantaged	59.0	39.0	44.9	64.5	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.5	54.6	61.2	65.6	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	70.5	74.1	77.8	70.5	74.9	76.7
Black/African American	55.5	37.5	48.2	53.3	39.8	45.4
Hispanic/Latino	58.2	45.9	53.2	65.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	66.6	60.7	67.9	71.7	61.5	66.2
White/Caucasian	64.1	64.4	70.6	65.3	65.5	69
Special Education	31.2	27.4	36.8	37.5	25.5	33.5
English Learners Current + Former	50.0	37.6	47.2	51.2	37.4	44.4
English Learners Current	25.0	24.1		28.0	24.4	
Economically Disadvantaged	63.8	42.0	51.9	58.7	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	53.2	38.5	42.7	48.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	67.0	62.5	62.6	58.3	62.7	60.6
Black/African American	50.0	19.4	31	51.3	18.2	27.3
Hispanic/Latino	37.3	28.3	36.2	38.6	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	55.2	44.5	46.4	36.3	41.8	43.6
White/Caucasian	53.5	51.4	52.3	53.8	48.1	49.8
Special Education	13.0	11.5	26.5	9.0	9.7	22.7
English Learners Current + Former	45.9	21.5	28	40.2	20.1	24.2
English Learners Current	18.7	6.5		20.0	7.6	
Economically Disadvantaged	45.9	24.9	36.1	40.5	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	64.4	53.4	58.6	70.0	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	70.8	74.7	78.2	84.7	79.0	77.1
Black/African American	58.3	37.4	43.9	57.8	41.1	40.9
Hispanic/Latino	57.8	44.8	50.5	64.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	71.0	60.0	65	51.5	64.6	63.2
White/Caucasian	65.2	64.0	69.6	73.5	67.2	68
Special Education	13.0	17.4	29.6	22.7	18.0	25.8
English Learners Current + Former	43.2	34.0	31.7	68.1	38.8	28.1
English Learners Current	<5	12.0		40.0	16.7	
Economically Disadvantaged	55.5	40.8	49.8	60.3	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 38.4 between school (87.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 27 between school (87.5 points) and comparison school (60.5 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 44.7 between school (89.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

12/15 NSPF score difference of 20.4 between school (89.4 points) and comparison school (69 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.

6/15 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 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 to $< 10\%$ 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 ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

2/5 School IEP rate of ≥ 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

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	12	45 minutes
Students	10	45 minutes
School Leadership	6	45 minutes
Staff	11	45 minutes

Governing Board¹:

- 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.
- 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.

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 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 concerns 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 shared reasons they decided to send their children to Doral Pebble. One parent said, "I received recommendations from friends about the school's arts integration." Another parent shared, "It was a fortunate draw while moving from out of state." These factors played a role in their choice of this school.
- Families reported that the school keeps parents informed through various means, such as notifications on assignments through Infinite Campus², newsletters, Class Dojo³, and regular communication from the Special Education (SPED) department regarding their child's progress. Parents also appreciate the school's effective communication during emergencies and challenging situations, which reassured them about the school's suitability.
- Parents shared they often hear their children using academic language at home, with kids providing impromptu history lessons, sharing what they've learned each day, discussing topics like photography, and expressing their enthusiasm for how music is incorporated into their learning. This indicates a strong connection between students and their educational experiences at Doral Pebble.

Students:

- When asked about their comfort level with asking for help in class, several students expressed that they feel comfortable doing so, thanks to the supportive teachers. One student shared a positive experience where a teacher provided one-on-one assistance until they understood the concept. Another student mentioned that their confidence in seeking help has improved since joining the school, and they highlighted the teachers' willingness to address and resolve interpersonal conflicts among students.
- Students reported that they frequently engage in group work and discussions, providing them with opportunities to speak with their peers and explain their thoughts. However, they noted that they tend to be more reserved during independent work but acknowledged that their teachers are helping them overcome shyness. Overall, the students appreciated the kindness and collaborative spirit of their peers.

² Infinite Campus is a fully integrated student information system (SIS) that has all of the features needed to keep track of students in a K12 environment. It has flexibility and customizations that will allow any school to make it work for their needs.

³ ClassDojo is an online classroom management platform and app where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students reported they became aware of behavior expectations through various means. One student shared, “Younger students often follow the lead of older ones who set good examples.” Students explained that the school conducts assemblies at the start of the year to share behavioral expectations. Additionally, several students mentioned that teachers teach and reinforce these expectations regularly. Some students also mentioned looking up to their older siblings, who serve as role models and help them recognize when they are not meeting the school's behavior standards.

Leadership:

- Leadership expressed concerns as fourth and fifth-grade low-performing students did not meet their growth targets for both ELA and Math as measured by 2023 Smarter Balanced Assessments (SBAC)⁴. Leadership reported that they initiated action by identifying the students who needed help, developing literacy plans, and providing training for teachers. Differentiated instruction and targeted training, especially in phonics, phonemic awareness, fluency, and comprehension, were part of their strategy. Progress monitoring was carried out weekly, and they implemented Response to Intervention (RTI). Leadership acknowledged staffing challenges due to high turnover, and they are working to address this issue. The staff also planned to tackle system-wide challenges, including math mentor program training and enhanced collaboration among math teachers.
- Chronic absenteeism was acknowledged as a challenge exacerbated by the COVID-19 pandemic. To address this issue, several measures were taken. The school sent email notifications to parents to keep them informed. A tiered approach was adopted, involving Assistant Principals (APs) meeting with families to create individualized plans to address their needs. The school emphasized the importance of attendance and its priority for students. Leadership recognized that chronic absenteeism often affected multiple siblings in a household. They also acknowledged that homelessness was a significant factor and provided support through resources like gas cards, grocery gift cards, and bus passes. Additionally, funds were raised through the Doral Foundation to assist families in need, with a particular focus on the McKinney-Vento⁵ population.
- In response to the use of ESSER (Elementary and Secondary School Emergency Relief) funds, leadership indicated that the majority of the funds were allocated for technology resources, social and emotional learning (SEL) curriculum, instructional coaches, and educational programs. These investments aimed to support students and enhance their learning experiences in accordance with the school's School Performance Plan (SPP).

⁴ SBAC is a standardized test consortium. It creates Common Core State Standards-aligned tests (adaptive online exams) to be used in several states. Smarter Balanced tests measure student achievement and growth of students in English Language Arts and math.

⁵ The McKinney-Vento Homeless Assistance Act is a federal law created to support the enrollment and education of homeless students. McKinney-Vento is intended to provide homeless students the same educational opportunities as housed students by removing as many barriers to learning for homeless students as possible.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- When asked about their motivation to work at Doral Pebble, staff members mentioned various factors. The positive leadership and mentorship they received during their initial year at the school significantly influenced their decision. The students and families at the campus were also cited as motivating factors. Several staff members mentioned the school's proximity to their homes as a practical consideration. For others, the fact that their own children attended or had attended the school played a role. The presence of effective support structures and a positive environment characterized by energy and enthusiasm for their work were other factors that motivated staff to work at the Doral Pebble campus.
- Staff members described how they foster academic discussions in their classrooms. This included arranging students in groups at tables, using Kagan⁶ seating to facilitate group discussions, utilizing sentence stems and partner talk to encourage dialogue, modeling vocabulary usage, and involving students in activities that connect body movements and visualizations with word definitions. The strategies emphasized creating an environment that promotes academic talk and engagement among students.
- Staff members highlighted various ways they collaborate to address the diverse needs of students, including those with IEPs, English learners, and students facing opportunity gaps. Weekly grade-level meetings were mentioned as essential for checking in on students' progress and ensuring teachers are informed and aligned. Access to accommodations and modifications, departmentalized grade-level coordination, differentiation in lessons, and grouping students based on their needs were cited as strategies for meeting students' diverse needs. Additionally, staff mentioned the valuable resources provided by Doral to support their efforts.

⁶ Kagan structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 27 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	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	Total: 14	Total: 13	Total: 0	Total: 0	
Establishing a Culture for Learning	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
	Total: 10	Total: 15	Total: 2	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: 15	Total: 1	Total: 0	Total: 0
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: 8	Total: 17	Total: 2	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: 2	Total: 20	Total: 1	Total: 0	Total: 4
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: 0	Total: 24	Total: 1	Total: 0	Total: 2

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: 7	Total: 17	Total: 2	Total: 0	Total: 1
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: 9	Total: 17	Total: 1	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one resource classroom, three teachers worked separately with students, who remained focused and engaged.
2. In one upper elementary classroom, the teacher facilitated discussions on how to use a clock to tell time, and students demonstrated their understanding by showing the given time on their individual clocks.
3. In an upper elementary classroom, students worked on editing their writing as the teacher facilitated discussions on writing narratives.
4. In one upper school classroom, the teacher successfully activated learning and hooked the students into his lesson. The teacher engaged all students by beginning the lesson with interesting facts to capture their attention. He then transitioned students into groups to assess their writing.
5. In one elementary classroom, the teacher led discussions on how to make connections to the text, with all students remaining engaged throughout the lesson.
6. In one lower elementary classroom, the teacher engaged her young students and provided them with graphic organizers to fill in as they learned. The teacher presented slides on the big screen, asked high-quality questions, used her students' names, and re-stated what her students said. She got her students excited about the lesson by saying things like, "Look at that! This picture shows what is happening under the pond!"
7. In one lower elementary classroom, 75% of the students were listening and engaged. However, some students were rolling around on the carpet and climbing in and out from under the table. The teacher recognized that students needed to move and conducted a brain break. Two students remained at the back of the room, crawling under the table. The teacher remained calm and praised other students for following directions.
8. In one specials classroom, the teacher used a video, question and answer period, and a hands-on activity to demonstrate what students had learned about primary and complementary colors. Students were highly engaged and were learning effectively. The teacher provided students with practice before asking them to show what they had learned. Her questioning and directions were outstanding as she was easy to understand and explained things very well. She provided examples to students and led them to success.
9. In one classroom, the teacher guided students while reading a text.
10. In a music classroom, elementary students sang along and were coached every step of the way. The teacher circulated and listened to each student's tone, providing coaching. Afterward, the students were individually acknowledged for excellent class participation. Students were given the choice of which video they wanted to watch at the end, such as the Blue Man Group.

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>Indicator 1: Education Program</p>	<p>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.</p> <p>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.</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 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.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: 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 our Education Service Provider, Academica Nevada. This survey provides feedback on ways to strengthen the schools' financial, legal, compliance, and building operations</p>

<p>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records under lock and key/stored appropriately. Measure 4d: 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>Indicator 5: School Environment</p>	<p>Measure 5b:</p> <ul style="list-style-type: none"> • 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. 	<p>All classrooms were observed to have evacuation plans posted.</p> <p>A set of updated and tagged fire extinguishers exist throughout the school.</p> <p>The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.</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"> • 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. • The SPCSA staff recommends that the West Pebble campus continue to provide campus-wide positive culture-building support. It is recommended that the members of the staff and leadership continue to implement and add to the current list of ideas and continue the use of encouraging notes to teachers from the administrative team. The posters displayed on the walls of this campus which provide a visual of outstanding staff are another great example of authentic care at this school and it is recommended this be continued. • SPCSA staff suggests that Doral Pebble 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.
<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"> • Leadership reported there has been an increase in FRL and EL students from the 22-23 school year (SY) to the 23-24 SY. • Leadership reported the Doral Pebble campus adopted MTSS during the 23-24 SY. • Leadership reported that creating a middle school house system has helped build a positive culture within the building. They continue to have Dazzling Dragons to promote the outstanding staff at this campus.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> • Doral Pebble 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.

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

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 Pebble Strengths:

- **Cultivating Internal Talent**
Despite the recent addition of new leadership at Doral Pebble, each team member brings with them valuable experience gained from prior roles at different Doral campuses, highlighting the school's ability to foster and develop its own talented staff.
- **Consistent Pooled Proficiency**
The school demonstrates a commendable track record in maintaining consistent pooled proficiency for both its elementary and middle school divisions. This consistency is evidenced by the school consistently receiving all or nearly all points in Academic Achievement as reflected on the Nevada Report Card, underscoring their commitment to academic excellence.
- **Student Adherence to School Routine**
Students at Pebble Campus exhibit a strong understanding of school routines and procedures. This was prominently observed during the site evaluation, with students adhering to the school's expectations, which were visibly posted on the walls throughout different areas of the campus. This level of routine adherence reflects a positive and disciplined school environment.
- **Sustained Academic Growth and Proficiency**
Notably, Doral Pebble Middle School has maintained and demonstrated continued academic growth and proficiency, a testament to their dedication to educational excellence and their ability to consistently support and elevate student academic performance. Doral Pebble has maintained its five-star status at the middle school level.

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.

- **Teacher Turnover and New Administration (2023-2024)**
The upcoming school year poses a challenge with a significant teacher turnover and the introduction of new administration, necessitating adjustments to ensure continuity and stability in the educational environment.
- **Academic Performance of 4th and 5th Grade Students**
Concerns have arisen regarding the academic performance of 4th and 5th-grade students at the Pebble Campus. Specifically, these students did not meet their growth targets in both English language arts (ELA) and mathematics, as assessed by the 2023 SBAC, highlighting an area for targeted academic improvement.
- **Increase in Office Referrals for Student Behaviors**
An uptick in office referrals due to student behavior issues has been noted, emphasizing the importance of addressing and managing student conduct effectively.
- **Carline and Pickup/Drop Off Safety:**
The safety of carline, pickup, and drop-off procedures at the school has become a concern, particularly in light of a volunteer crossing guard's unfortunate accident. Parents have reported issues with compliance, such as speeding drivers, and have voiced a need for safety measures, such as lights or a four-way stop, to mitigate these concerns. The church across the street added on to their parking lot and will allow the Doral to use it. This will alleviate some stress in the traffic.

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 Pebble Recommendations:

- **Teacher Turnover and New Administration (2023-2024)**

Continue to strengthen Doral Pebble's comprehensive onboarding processes for the incoming staff and administrative team. This should include mentorship programs, clear communication channels, and professional development to ensure a seamless transition. Additionally, maintaining open lines of communication with staff and soliciting their feedback will foster a sense of support and cohesion during this transitional period.

- **Academic Performance of 4th and 5th Grade Students**

Continue to develop a plan to address the academic performance concerns of fourth and fifth-grade students. This plan should include data-driven strategies for enhancing student proficiency in both English language arts (ELA) and mathematics. Professional development opportunities for teachers focused on tailored instructional approaches should be considered. Regular monitoring and assessment of student progress will be essential to ensure that growth targets are met.

- **Carline and Pickup/Drop Off Safety**

To address safety concerns related to carline, pickup, and drop-off procedures, it is recommended to engage with relevant local authorities to assess and improve road safety measures, such as the potential installation of lights or a four-way stop. Additionally, proactive communication with parents is key to ensuring adherence to safety protocols. The school can also explore the possibility of appointing a certified crossing guard to enhance student safety during these activities. Regular

SITE EVALUATION FINDINGS

RECOMMENDATIONS Continued

reminders and educational campaigns for parents regarding traffic safety are essential to promote compliance and minimize potential risks.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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