



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Doral Academy - Saddle**  
Evaluation Date: 1/13/2022  
Report Date: 3/8/2022

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## Appendices

### A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

### B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

### C: SPCSA Organizational Framework

<http://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 January 13, 2022, at Doral Academy Saddle. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio. Beginning with the 2021-2022 school year, the SPCSA differentiates levels of oversight. Schools in year three of the current contract and operating at a four- or five-star level according to the NSPF will forgo the focus group portion of the evaluation. If the school's Climate data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process. During the abbreviated site evaluation, there will be fewer classroom observations. All Doral Academy schools underwent abbreviated site evaluations

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) and the State Public Charter School Authority Academic Framework (Appendix B) as well as 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.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of 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 in Las Vegas, Nevada in a facility at 9625 W Saddle. The school serves 983 students (as of the most recent Validation Day) in Kindergarten through 8<sup>th</sup> grade. The mission of Doral Academy Saddle is "Doral Academy of Nevada provides an enhanced educational experience. We will develop outstanding student achievement with focus on each child being well-rounded in all parts of their education. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on arts integration. A collaborative effort including all students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Doral Academy."

# ACADEMIC PERFORMANCE

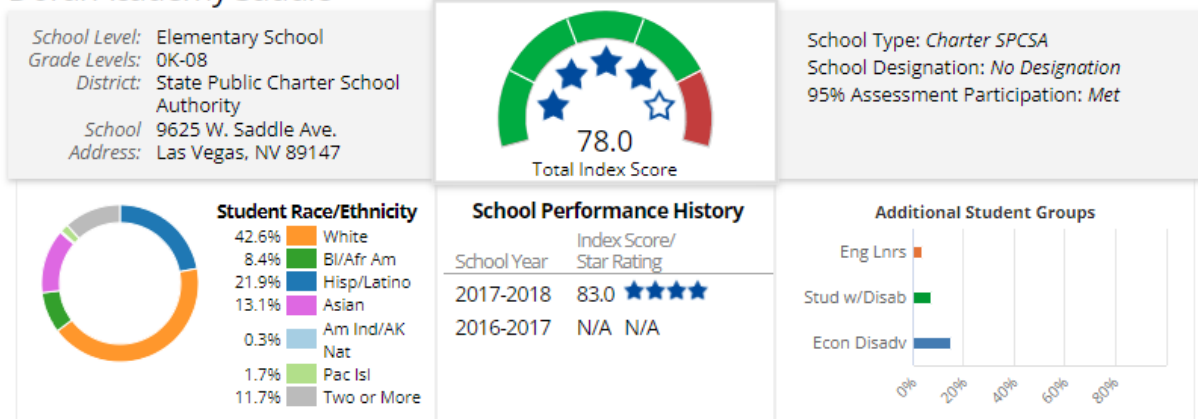
## Nevada School Performance Framework 2019

Doral Academy Saddle serves 983 students in grades Kindergarten through 8<sup>th</sup> grade.

### Elementary School

#### Doral Academy Saddle

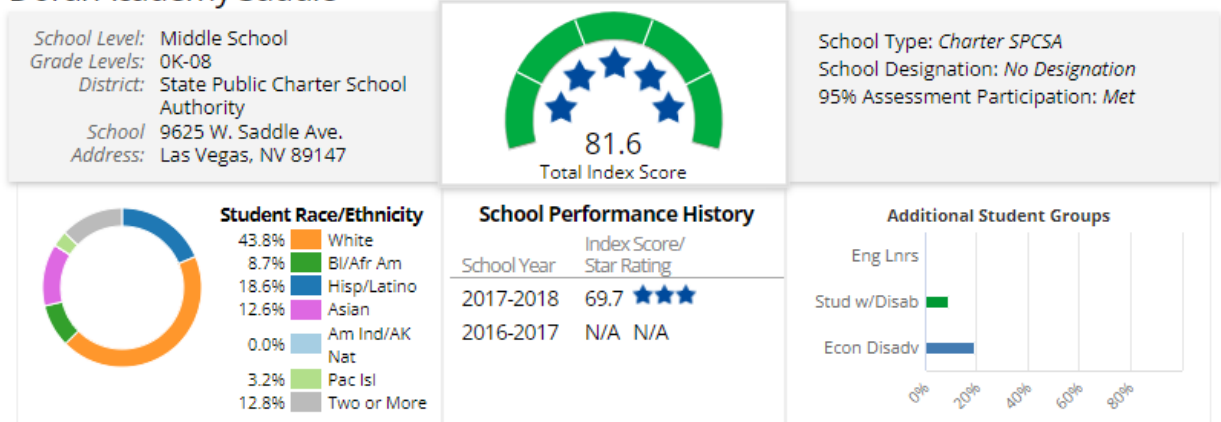
School Year 2018-2019 Nevada School Rating



### Middle School

#### Doral Academy Saddle

School Year 2018-2019 Nevada School Rating



Doral Academy - Saddle  
Math and ELA Results  
Nevada School Performance Framework  
2019

Proficiency Rates

Elementary School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.5	54.5	48.5	65.9	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	76.3	75.6	68.8	76.9	75.2	67.2
Black/African American	50.0	31.3	32.3	39.1	30.6	28.8
Hispanic/Latino	53.8	44.6	39.6	57.6	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	66.6	58.2	55.3	61.1	59.0	52.9
White/Caucasian	66.6	62.3	59.3	71.9	61.1	57.2
Special Education	28.0	27.4	28.6	34.2	29.2	24.8
English Learners Current + Former	41.1	42.3	35.8	68.1	37.4	32.4
English Learners Current	10.0	32.4	-	-	25.5	-
Economically Disadvantaged	45.1	39.8	39	-	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.8	60.1	57	71.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	81.5	78.5	75.4	76.9	76.3	74.1
Black/African American	50.0	40.9	42.6	39.1	40.5	39.6
Hispanic/Latino	56.9	51.1	48.2	69.4	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	78.5	63.8	64.4	66.7	67.1	62.6
White/Caucasian	72.0	66.8	67.4	76.4	65.0	65.7
Special Education	32.0	26.7	30	36.8	29.3	26.3
English Learners Current + Former	52.9	42.2	41.4	63.6	38.9	38.4
English Learners Current	30.0	29.4	-	-	22.8	-
Economically Disadvantaged	53.2	45.4	46.8	-	40.4	44

Doral Academy - Saddle  
Math and ELA Results  
Nevada School Performance Framework  
2019i

Proficiency Rates

Middle School

**Math Proficient**

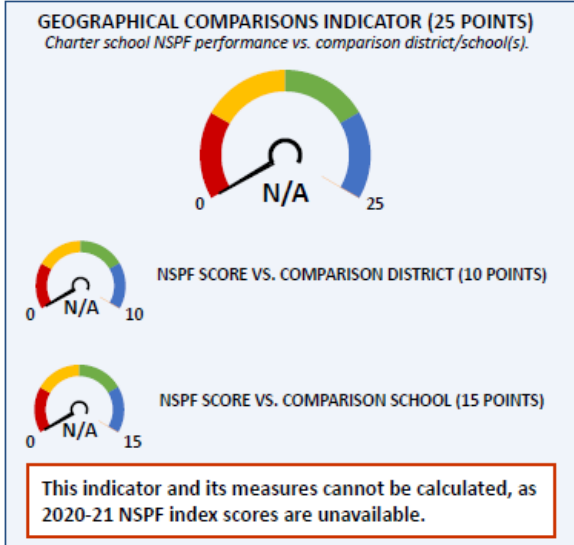
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.9	42.6	36.5	32.7	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	41.3	66.2	58.6	48.3	64.1	56.4
Black/African American	28.1	24.2	23.5	16.6	17.7	19.5
Hispanic/Latino	27.6	31.9	29.3	24.5	26.1	25.5
Pacific Islander	33.3	44.9	36.9	-	34.9	33.6
Two or More Races	45.6	47.3	40.6	40.0	41.5	37.5
White/Caucasian	46.0	51.3	47.1	33.3	44.4	44.4
Special Education	5.7	12.1	18.6	12.1	11.5	14.3
English Learners Current + Former	35.0	26.9	20.2	21.7	22.2	16
English Learners Current	20.0	12.6	-	-	8.5	-
Economically Disadvantaged	22.7	29.0	29.2	-	21.7	25.5

**ELA Proficient**

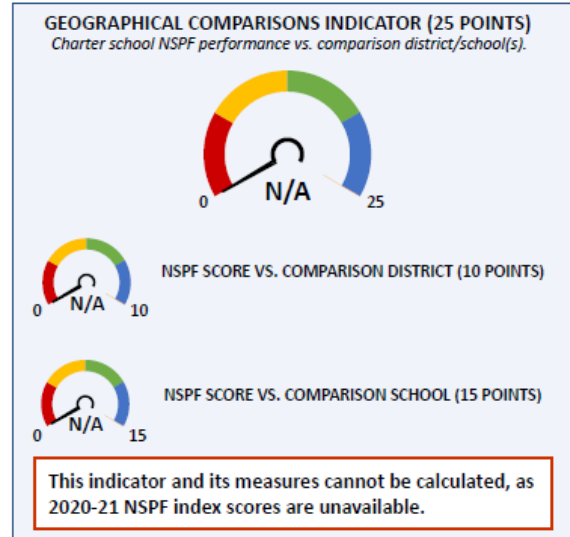
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	65.4	59.6	54.1	61.3	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	69.5	78.4	75.9	77.4	77.3	74.6
Black/African American	34.3	40.1	37.8	50.0	38.4	34.5
Hispanic/Latino	61.5	50.3	45.1	57.3	46.3	42.2
Pacific Islander	75.0	61.1	53.2	-	53.2	50.7
Two or More Races	69.5	66.7	61.3	60.0	61.0	59.2
White/Caucasian	70.3	67.8	66.3	63.3	63.5	64.6
Special Education	8.5	19.9	21.9	24.2	20.7	17.8
English Learners Current + Former	70.1	42.7	24.3	56.5	34.8	20.3
English Learners Current	70.0	22.0	-	-	15.8	-
Economically Disadvantaged	54.5	46.4	44.4	-	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

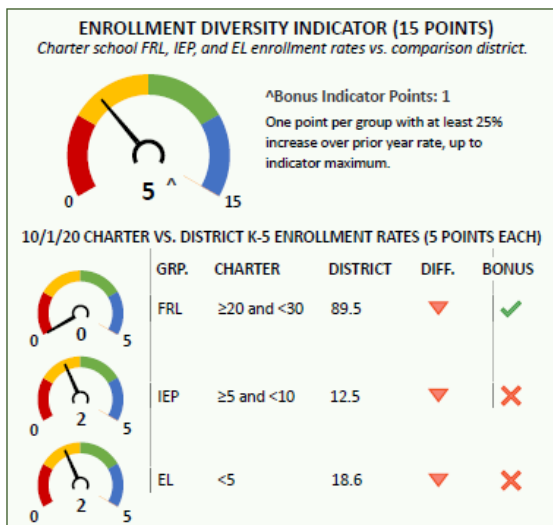


## Middle School

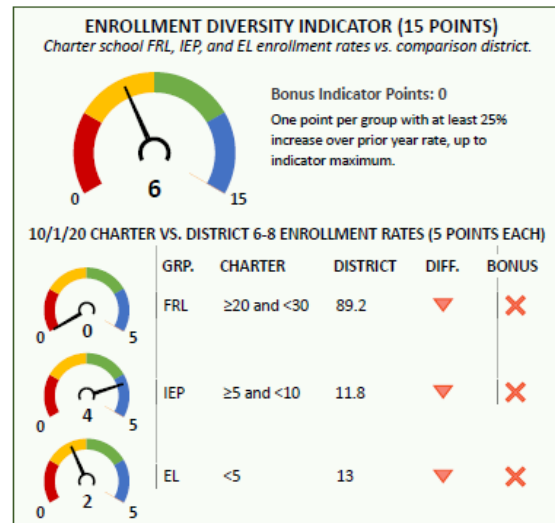


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

All schools within the Doral Network are currently within their third year of their charter contract with the State Public Charter School Authority and have been operating in a four- or five-star status rating per the Nevada State Performance Framework. In addition, these Doral campuses including Pebble, Red Rock, Cactus, Fire Mesa, and Saddle are in good standing on the academic, organizational, and financial framework within the SPCSA.

As such, the SPCSA conducted an abbreviated site evaluation as permitted under [NRS 388A.223](#).



# CLASSROOM OBSERVATION TOTALS

A total of 16 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 11</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 8</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the Students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-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 for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 10</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b>  <b>A</b>  <b>Engaging Students in Learning</b>	Students are highly engaged throughout the lesson. The pacing and structure of the lesson 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 suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 10</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>B</b>	<b>Total: 2</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b>  <b>A</b>	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Using Formative Assessment in Instruction</b>  <b>B</b>	The teacher purposefully and consistently provides clear, descriptive feedback regarding student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable.

1. In one elementary classroom the teacher provided small group instruction to students. The teacher provided math interventions to students struggling to understand the math concepts from the previous lesson.
2. In one middle school classroom, student discourse was not structured to encourage purposeful discussion.
3. In one elementary classroom, the teacher asked several high-level questions to students and encouraged student discourse.
4. In one elementary classroom, students worked in small groups and played math games. The teacher worked closely with any group needing help to understand how to play the game. Engagement levels were high.
5. In one lower elementary classroom, students worked at centers in groups of four and transitioned to new centers smoothly. The teacher used guided reading techniques in the reading center. Use of multiple techniques, including a focus on the cover, title page, finger on word, modeling, and providing students' clear feedback were observed. The teacher kept track of words and students having difficulty, tracking their progress and individual student growth.
6. One upper elementary classroom integrated History and English language arts content. Student worked at tables that were spaced out in the large classroom. Student table discussion centered on the concept of westward expansion. This teacher referenced the standard at the conclusion of the lesson, asking students to talk about their learning during the class period.
7. In one elementary classroom, the teacher demonstrated arts integration by having students work in small groups to use the Tableau strategy. Tableau is an arts integrated teaching strategy in which students create a "frozen picture" without talking to communicate the meaning of a concept or idea. It allows all students to be creative while strengthening their comprehension of a concept.
8. In one art class students demonstrated perspective through painting. A student was assigned to be classroom photographer and take pictures of individual student work with an iPad. The photos used to reflect on the lesson and mastery of the perspective concept.

# 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 and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Doral Academy implements curricular materials to align curriculum horizontally and vertically with the NVACS across each grade level and content area including (math, English Language Arts (ELA) science and writing. Lucy Calkins,(a writing program) undergirds writing and standards in grades k-5 ELA classrooms. Doral embeds arts integration in cross-curricular, project-based instruction in math, ELA, science, and physical movement.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Doral is timely when submitting state required documentation. Licensing of staff is monitored by each Doral campus and Teacher Recruitment &amp; Licensure Specialist at Academica Nevada. Licensed holders notified of license expiration dates, supported through license renewal process, and provided guidance on gaining additional endorsements. System tracks professional learning hours provided by Doral Academy of Nevada.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Each Doral Academy of Nevada campus employs a Special Education Facilitator. The SPED facilitator ensures that educators, both special education and general education, have access to student information and SPED documents in Infinite Campus. Complete Individualized Education Plan (IEP) are provided and reviewed with teachers for each identified SPED student.</p>

Measure	Description	Evidence Collected
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Doral Academy of Nevada utilizes arts Integration modalities into instructional practices. Support to EL Students include Campus EL Coordinators that provide trainings throughout the year on focused topics, such as “Can Do” Descriptors, Formative Assessment Practices, Scaffolding/Supports/Differentiation practices, and Arts integration strategies. Curriculum Coordinators provide content specific trainings on EL components and methodologies. Arts Integration trainings are provided from The Kennedy Center partnership on how to engage EL through art-centered tasks. WIDA trainings are provided by the NDE. EL methodologies specific to methods and models of instruction include Project-Based Learning, Cooperative Learning, Audio-lingual, Total Physical Response (TPR).</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples:  Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Doral Academy complies with governance requirements by scheduling board meetings, posting notices, and following Nevada’s open meeting law requirement. Doral ensures the Board of Directors meets membership requirements, provide training to board members and consistently update members on new policies. Doral has legal counsel to represent the school should the need arise. A website houses board meeting dates, agendas, and recorded meeting notes. Yearly a survey to assess the school’s financial, legal, compliance and building operations is conducted.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples:  Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Doral employs a lottery system for admission, and legal guardians must complete applications. There is sibling priority. For the academic year, 22-23 open enrollment is from January 3- February 28 and the lottery runs on March 1. Legal guardians can check their status of applications on Doral websites. Upon acceptance, legal guardians have 72 hours to complete all required registration documents. Students who do not receive a seat through the lottery process will be placed on a waitlist by grade level. Should openings occur after initial waitlist has been exhausted, a new lottery to fill those open seats will take place. Doral Academy utilizes a Restorative Justice Plan, which aligns with the school’s vision and guiding principles.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples:  Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan  Emergency Operation Plan  Certificate of Occupancy)  Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The Doral Academy of Nevada Development Committee and school committee annually review the Emergency Operations Plan (EOP). The school submits an EOP annually to the Nevada Division of Emergency Management as well as other designated organizations. Due to the Covid-19 pandemic, Doral Academy has developed prevention strategies for in-person learning, “The Path Forward 21-22”, which is found on the school’s website, and includes guidelines to help ensure the safety of all staff and students.</p>

**Measures of Progress from Previous Site Evaluations  
SADDLE CAMPUS**

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.

School staff ability to address previous recommendations	<ol style="list-style-type: none"> <li>1. The staff at the Saddle campus have improved methods of questioning and discussion techniques overall.</li> <li>2. The administrative staff continue to communicate with families about lost instructional time.</li> </ol>
Evidence the school can provide to support the implementation of previous recommendations.	<ol style="list-style-type: none"> <li>1. The instructional coaches at the Saddle campus, have provided pocket PD trainings on questioning and discussion strategies. Teachers attended the Doral virtual conference during the 20-21 school year which included trainings on different questioning methods.</li> <li>2. Chronic Absenteeism continues to be a challenge and administrative staff continue to communicate with families about lost instructional time.</li> </ol>
The reasons school will require additional time to fully address the recommended items.	<ol style="list-style-type: none"> <li>1. A greater number of high-level questioning and discussion techniques were evident.</li> <li>2. Chronic absenteeism continues to be a challenge and is due in part to the COVID-19 pandemic.</li> </ol>



# SITE EVALUATION FINDINGS

## STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

### Doral Academy Network

1. The Doral Academy of Nevada Schools have updated their mission statement with input from students, families, staff, and school leaders, and the final mission statement reflects these views. Students at each of the five Doral campuses were asked to create a visual arts piece to accompany the written mission statement. Student submissions are at each individual campus. Campus leaders encouraged students currently participating in dance classes to collaborate, choreograph and perform an expression of dance to express the meaning of the mission statement. This was done with very little input from adults. The mission statement has been posted to each school's website and the artwork created to visually express the meaning will be used in each campus yearbook. The framing and words within the revised Mission Statement clearly communicates the network's goals and focus of the collective set of campuses in a fresh, exciting, new way.
2. The Doral schools have high levels of success in effective arts integrated instruction as is described and advertised as part of the school's educational program. The network of schools follows a guideline of phasing-in arts integrated arts instruction through trainings, use of strategies, coaching, and collaboration to reach higher levels of quality arts integration in a gradual and purposeful manner. This has allowed the Doral network and each individual campus to create a major cultural shift in awareness, understanding, and commitment to becoming more skillful at integrated arts as time progresses. The SPCSA team observed examples which included visual thinking strategies such as a portrait study, Tableau which involved thought tracking, movement including using rhythm and movement, drama and storytelling, dance with science processes, and music with repeating patterns. Each school displayed Arts Integration boards on the hallway walls. These boards contain a grade level standard, learning objective, and outcomes of student learning. Schools hold Gallery Nights and invite members of the school community to celebrate and discover what students are learning. It is important to note that these outcomes are the result of Doral integrating arts with Nevada Academic Content Standards. Such integration requires collaboration and designated planning time between classroom teachers and arts specialists. The planning involves a classroom grade level standard and learning outcome paired with an art form so that students become highly engaged and motivated to develop and express a deep understanding of content. These art forms include dance, music, theater, and the visual arts.
3. The Doral network of schools has strong leaders from the Executive Director to each Doral campus Principal. Each leader possesses high levels of effective instructional leadership and a clear understanding of content, data-based decision making, building a strong school culture, and a firm commitment to the arts-integrated mission statement. This instructional model of leadership sets a clear vision and specific goals for each school community. School leaders support the mission at the school as they provide teachers the tools they need to improve their practice. Instructional tools include training, professional learning, access to resources, coaching, and support personnel.

4. Support personnel experts include staff in counseling, data- based decision making, arts integration, methods for English language acquisition, and those with expertise in educating students with special needs. The school leaders are to be commended for increasing the network's potential to improve teaching and learning at this set of charter schools.
5. The Doral network of schools has been highly successful in implementing recommendations from the SPCSA's previous March 2020 site evaluation. The following recommendations were implemented during the global pandemic: National School Lunch Program, Kagan Training, and a 2021 virtual conference. The virtual conference focused on student engagement, assessment and questioning strategies. The student engagement portion of the virtual conference integrated students questioning strategies, student discourse, and student accountable language. Conference topics were given a priority for implementation, despite the virtual learning conditions in place at all school campus locations.

### **Doral Saddle Campus**

1. The Doral Saddle campus was accepted into the STEM Academy. The term STEM is an acronym that means Science, Technology, Engineering and Mathematics. A school with a STEM curriculum wants to boost innovation and coherency, in those fields, by establishing real-life situations/problems for the students to find solutions to. The school leader plans to move forward with additional implementation of STEM/STEAM curricula in the upcoming school years while making connections to the current arts integration project work..
2. School leaders have taken steps toward creating more robust interventions for middle school students. A math strategist has been hired to work alongside classroom teachers to plan and deliver re-teaching and small group instruction. Two Interventionist Aids were hired. One aide is for math and the other is for English language learners arts. These aides provide support and an additional adult presence in the classroom and can work with the classroom teacher to maximize instruction time.
3. Professional learning communities (PLCs) are a highlight at the Saddle campus. PLCs are held on a weekly basis and by grade levels and curriculum departments. The groups unwrap the standards, review common assessments and student data as well as collaborate on implementation of small group instruction. Teacher groups discuss what options they might take to help a student grasp a concept or skill and then check for outcomes based on a variety of assessment measures.
4. The Doral Saddle campus has implemented Pocket Professional Development sessions designed by the instructional coaches. The leadership team surveys the staff to see what teachers would like for professionally development and to provide feedback and ideas for future topics and sessions. After training, staff complete an exit ticket. Coaches will model or co-teach upon request in classrooms.
5. School culture and climate are monitored closely by both the members of the leadership team, staff, and students. The Saddle campus created a campus leadership team which provides administrators specific feedback regarding school culture and climate concerns. This has assisted campus leaders in reviewing what concerns the staff and students may have and provides an avenue for staff and students to make recommendations for improvement. The Middle school student team, called the Leadership Tribunal is made up of middle school students and teacher leaders.

The mission of the Tribunal is to provide insight on existing or new policy changes to improve the climate for students in grades 6-8. School leaders reported that this has led to a higher number of invested middle school students.

## 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.

1. Doral Saddle reports experiencing greater gaps in student growth and mastery levels than prior years, primarily because of the pandemic. Differentiating instruction for all students has emerged as a challenge for this campus. Saddle is addressing this challenge by providing before and after school tutoring. In addition, Saddle has established 30-minute daily intervention blocks to assist students in need of remediation.
2. Upon the return to school, students displayed a high need for social-emotional support. Doral Saddle faced many challenges regarding unwanted student behaviors and regressive social-emotional learning. School leaders reported a decrease in student connectedness to the school community. Doral Saddle has established a Leadership Tribunal that represents student interests and needs to address student connectedness to the learning community. Students advise on school-wide decisions and work collaboratively to promote an increasingly more positive climate and culture at the school. Students also serve as peer advocates, addressing needs, and advising on policy/procedural decisions. The Leadership Tribunal provides students a voice and serves as an avenue for effective change.
3. SPCSA staff observed a few unwanted behaviors and social emotional needs being a challenge at the Doral Saddle campus. Expectations were not always clearly stated at the middle school level. In some cases, teachers were not observed redirecting unwanted behaviors or providing positive feedback to students who were following expectations.

## 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.

1. The SPCSA recommends that all Doral campuses continue to attract and enroll a more diverse student population. In particular, the Free and Reduced Lunch and Second Language Learners as compared to Clark County have lower numbers according to the SPCSA Enrollment Diversity Indicator. Continued and intentional dedicated efforts by the Board and staff will be necessary to improve in this area.
2. SPCSA staff recommends Doral Saddle pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned that there were several challenges resulting from the ongoing COVID-19 pandemic. These include training for staff

and SEL support. The MTSS opportunities, through the SPCSA, have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges.

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.

## **DEFICIENCIES**

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