



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Doral Academy Fire Mesa**

**Evaluation Date: 10/5/2023**

State Public Charter School Authority  
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## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 5, 2023, at Doral Academy Fire Mesa. 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 Fire Mesa is located in Las Vegas, Nevada in a facility at 2568 Fire Mesa St. The school serves 988 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."

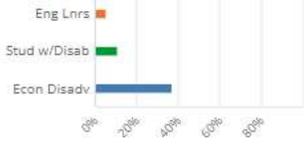
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2023

### Elementary School

#### Doral Academy Fire Mesa

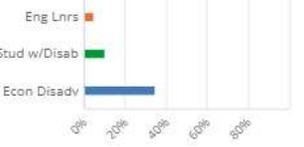
#### School Year 2022-2023 Nevada School Rating

<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> 2568 Fire Mesa Street <i>Address:</i> Las Vegas, NV 89128</p>	 <p>43.0 Total Index Score</p>	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation 95% Assessment Participation: Met</p>														
 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>35.4% White</li> <li>8.1% BI/Afr Am</li> <li>39.7% Hisp/Latino</li> <li>4.3% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>0.9% Pac Isl</li> <li>11.3% Two or More</li> </ul>	<p><b>School Performance History</b></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>61.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>84.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	61.0 NR	2020-2021	84.0 ★★★★★	<p><b>Additional Student Groups</b></p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Eng Lnrs</td> <td>~5%</td> </tr> <tr> <td>Stud w/Disab</td> <td>~10%</td> </tr> <tr> <td>Econ Disadv</td> <td>~40%</td> </tr> </tbody> </table>	Group	Percentage	Eng Lnrs	~5%	Stud w/Disab	~10%	Econ Disadv	~40%
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### Middle School

#### Doral Academy Fire Mesa

#### 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> 2568 Fire Mesa Street <i>Address:</i> Las Vegas, NV 89128</p>	 <p>70.0 Total Index Score</p>	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation 95% Assessment Participation: Met</p>														
 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>30.7% White</li> <li>9.0% BI/Afr Am</li> <li>44.3% Hisp/Latino</li> <li>3.9% Asian</li> <li>0.0% Am Ind/AK Nat</li> <li>1.4% Pac Isl</li> <li>10.4% Two or More</li> </ul>	<p><b>School Performance History</b></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>82.2 NR</td> </tr> <tr> <td>2020-2021</td> <td>81.1 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	82.2 NR	2020-2021	81.1 ★★★★★	<p><b>Additional Student Groups</b></p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Eng Lnrs</td> <td>~5%</td> </tr> <tr> <td>Stud w/Disab</td> <td>~10%</td> </tr> <tr> <td>Econ Disadv</td> <td>~40%</td> </tr> </tbody> </table>	Group	Percentage	Eng Lnrs	~5%	Stud w/Disab	~10%	Econ Disadv	~40%
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# 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	45.7	52.0	53.5	47.7	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	78.5	74.5	71.9	71.4	72.8	70.4
Black/African American	32.0	31.4	38.9	22.2	30.3	35.7
Hispanic/Latino	36.7	42.2	45.5	35.6	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	44.7	57.8	59.6	45.4	55.6	57.5
White/Caucasian	53.7	63.7	63.3	63.8	60.7	61.3
Special Education	20.5	29.1	35.5	29.4	26.3	32.1
English Learners Current + Former	36.3	38.1	42	52.6	34.9	39
English Learners Current	15.3	27.6		33.3	25.5	
Economically Disadvantaged	36.8	39.0	44.9	35.5	35.6	42

###### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.4	54.6	61.2	62.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	78.5	74.1	77.8	71.4	74.9	76.7
Black/African American	32.0	37.5	48.2	33.3	39.8	45.4
Hispanic/Latino	39.3	45.9	53.2	53.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	47.3	60.7	67.9	57.5	61.5	66.2
White/Caucasian	65.5	64.4	70.6	78.1	65.5	69
Special Education	14.7	27.4	36.8	29.4	25.5	33.5
English Learners Current + Former	59.0	37.6	47.2	52.6	37.4	44.4
English Learners Current	30.7	24.1		33.3	24.4	
Economically Disadvantaged	41.8	42.0	51.9	54.5	42.8	49.4

##### Middle School

###### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	38.8	38.5	42.7	31.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	64.2	62.5	62.6	61.5	62.7	60.6
Black/African American	14.7	19.4	31	22.8	18.2	27.3
Hispanic/Latino	27.8	28.3	36.2	21.8	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	42.8	44.5	46.4	36.3	41.8	43.6
White/Caucasian	57.4	51.4	52.3	44.7	48.1	49.8
Special Education	16.6	11.5	26.5	5.5	9.7	22.7
English Learners Current + Former	20.8	21.5	28	10.0	20.1	24.2
English Learners Current	11.1	6.5		6.2	7.6	
Economically Disadvantaged	23.0	24.9	36.1	23.8	23.9	32.7

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

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

**18/25** 0 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)**

**6/10** NSPF score difference of 11.9 between school (51 points) and comparison district (49.1 points).

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

**12/15** NSPF score difference of 20.3 between school (61 points) and comparison school (40.7 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 37.5 between school (82.2 points) and comparison district (44.7 points).

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

**15/15** NSPF score difference of 26.2 between school (82.2 points) and comparison school (56 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.

**10/15** Indicator bonus points for: FRL, EL.  
One bonus point per group with 25%+ increase over prior year.

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

**2/5** School FRL rate of  $\geq 30$  to  $< 40\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**5/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district GrK-5 IEP rate of 11.9%.

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

## Middle School

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

**10/15** Indicator bonus points for: EL.  
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  $\geq 30$  to  $< 40\%$  compared to district Gr6-8 FRL rate of  $> 95\%$ .

**4/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district Gr6-8 IEP rate of 11.9%.

**3/5** 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	13	45 minutes
School Leadership	12	45 minutes
Staff	9	45 minutes

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

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

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

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- 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:

- Parents and families reported they are kept well informed about school events, policies, and their child's progress through various means. One parent shared, "The school utilizes multiple communication channels, including a dedicated Facebook page where they post updates several times a day." Additionally, parents explained they receive information via text messages, emails regarding educational data, Class Dojo<sup>2</sup>, and Infinite Campus<sup>3</sup>.
- Families and parents discussed a variety of methods the school utilizes to assess their child. These assessments include i-Ready<sup>4</sup>, standardized testing, individual assessments conducted by teachers, and student-led parent-teacher conferences. During these conferences, students take an active role in explaining their progress, highlighting their strengths, areas needing improvement, and where they require support.
- Several parents expressed a strong sense of community at the school. They have been associated with the school since its opening and appreciate the school's responsiveness to their concerns. One parent said, "The leadership is commended for its quick and individualized responses to address parent concerns."
- If parents had the opportunity to make changes at the school, their wishes would include improvements such as lockers, additional space, more time between classes, a gym with a theater, and a 1:1 technology program to facilitate a paperless environment.

### Students:

- Students shared various reasons for attending Doral Fire Mesa. Some students choose this school due to its proximity to their homes, making it easier for them to arrive on time. Others transferred from other Doral campuses when their families moved closer to Fire Mesa. Additionally, several students mentioned their preference for the arts integration component offered by Doral campuses.
- Students shared a range of subjects and topics they are currently studying. This includes Greek and Latin prefixes, division, crayfish in science, identifying key details in text, science lab experiments, ratios, surface area in math, and the hero's journey in English Language Arts (ELA). Gifted and Talented Education (GATE) students are learning about the Fibonacci sequence and its relationship to the golden mean and ratio.

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<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> i-Ready is a set of Common Core State Standards-based (or state standards, for non-CCSS states) diagnostic and instructional tools for math and reading.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Students reported having frequent opportunities to speak with their peers, lead discussions, and explain their thoughts to others. Teachers encourage collaboration among students, emphasizing the importance of asking peers for assistance before seeking help from the teacher.

### Leadership:

- In response to questions concerning their utilization of ESSER<sup>5</sup> funds aligned with the School Performance Plan (SPP), the leadership at Doral Fire Mesa Campus underscored their commitment to supporting students and addressing various needs. They emphasized a keen awareness of student financial constraints, noting efforts to provide uniforms at a reduced cost, particularly for students facing affordability challenges. Additionally, their capacity to cater to students dealing with food insecurity was highlighted, reflecting their dedication to addressing student well-being. Understanding their families and students' needs guides the allocation of funds, allowing for a tailored approach. Plans for future utilization of ESSER funds include a focus on fourth, fifth, and sixth-grade tutoring and providing technology for students in need. Furthermore, they utilize funds for professional development across the entire Doral network, emphasizing a collective commitment to staff growth.
- Leadership demonstrated a proactive approach to addressing chronic absenteeism, with staff members being acutely attuned to this issue. Strategies include the acquisition of medical notes and raising awareness among families about the importance of such notes. The school staff maintains close contact with families to express concerns when students are absent, recognizing that large family groups attending Doral Fire Mesa can be particularly affected by a single student's illness. A strategic shift to a single start and stop time for both elementary and upper school (US) has successfully reduced absenteeism, eliminating the inconvenience previously associated with multiple timings.
- Acknowledging a decline in their school's star rating, the leadership addressed the reasons behind the drop, which included factors like teacher and student departures, demographics shifts, and the subsequent impact on proficiency outcomes. Their response has been comprehensive, involving the implementation of Professional Learning Communities (PLCs), intensified teacher training, and interventions for students, aiming to improve academic outcomes. Their awareness of how demographic changes can influence scoring is reflected in their data-driven approach. Leadership explained that teacher shortages, particularly in 4th and 5th grade during the 2022-2023 school year impacted end-of-year SBAC test scores. The commitment to interventions, with a focus of at least an hour per day, four days a week, for each grade level underscores their commitment to student progress.

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<sup>5</sup> 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 SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Staff members mentioned various factors that motivated them to work at the Doral Fire Mesa campus. Some chose Doral Fire Mesa campus because it is the most diverse among the Doral campuses. Others cited the school's location, which is close to their homes, as a key factor. The rapport and support provided by the administrative team during the interview process were also mentioned as important in their decision to work at Fire Mesa.
- Teachers at the Fire Mesa campus shared they have engaged in professional development activities related to student engagement and student-led instruction. They mentioned training conducted by Kathy Richardson representatives and the development of a monthly math mentor group for kindergarten through grades five. Notably, staff have initiated teacher-led peer observations referred to as Lunch and Learn, where they observe each other's teaching and hold discussions over lunch. These practices have enhanced their teaching skills and facilitated the sharing of ideas and strategies.
- Teachers reported different strategies they use to foster academic talk in their classrooms. These strategies include room arrangement, with some teachers seating students in groups of four to facilitate discussion. Another teacher arranges the classroom in a circle to encourage students to interact and use subject-specific vocabulary. For younger students, anchor charts, and visuals are used to help them grasp academic vocabulary. Heterogeneous groupings are also implemented to emphasize the importance of collaboration and social-emotional skills. It was noted that teacher-centered "lunch and learn" sessions are conducted without administrative involvement.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 28 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 14</b>	<b>Total: 12</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 17</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 15</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 12</b>	<b>Total: 13</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 17</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 11</b>	<b>Total: 13</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 1</b>

## Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 13</b>	<b>Total: 11</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 17</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>

Additional information about the classroom observations shared here when applicable

1. In one art class, students were asked to volunteer and explain their ink drawings in their sketchbooks. Students stood and showed their drawings to the class as they talked about why they elected to draw their sketches.
2. In one elementary classroom, the directions for centers were clearly explained to young learners. Students followed directions very well. The teacher lost no instructional time in getting going on the small group instruction at the back table. Students were intellectually engaged.
3. In one middle level English language arts class, students drew visual pictorials of specific paragraphs of a Greek myth. Students were encouraged to discuss their interpretation with a partner and were then asked to volunteer and share with the class which paragraph they chose to visually draw and explain the symbolism of their drawing. The teacher circulated the room, providing positive encouragement on students' efforts.
4. In one middle level English language arts class, students stood in small circle groups sharing their interpretation of a photograph and its relationship to a short story they read. Students used accountable talk to provide feedback to the speaker. Each student in the circle group spoke and began their verbal sharing with the prompt, "I wonder....". Students did not repeat what another student said, and each person added to the discussion.
5. Students participated in a gallery walk in small groups. Students wrote on sticky notes why and how they agreed or disagreed with a written prompt and other students' responses. Students talked about their thinking as they circulated in small groups.
6. The directions for centers were clearly explained to young learners. Students followed directions very well. The teacher lost no instructional time in getting going on the small group instruction at the back table. Students were intellectually engaged.
7. In one upper elementary classroom, students worked in groups on projects online. The teacher walked around to provide support as needed.
8. In one middle school classroom, students worked in groups to complete an escape room challenge. The teacher walked around to provide support as needed.
9. The teacher created a calm environment in this lower elementary classroom. The teacher was easy to hear, highly supportive, and asked high-level questions. Students were highly intellectually involved.
10. A teacher met with a small group of students in the hallway and provided targeted interventions.

# ORGANIZATIONAL PERFORMANCE

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

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

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

<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately. <b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately.</p>	<p>The site evaluation team observed student and staff records are maintained under lock and key and stored appropriately.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted.</li> <li>• The school has fire extinguishers on all floors which are tagged.</li> <li>• Active permit for food service (if applicable).</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration.</li> </ul>	<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"> <li>• SPCSA staff suggests Doral Fire Mesa explore Multi-Tiered System of Support (MTSS) opportunities through the SPCSA to address challenges resulting from the COVID-19 pandemic, offering training for staff and SEL support at tiers 1, 2, and 3.</li> <li>• The SPCSA staff advises the campus to persist in implementing and enhancing recently acquired inclusive practices, recognizing that this ongoing effort will contribute to fostering a more positive work environment and promoting inclusivity.</li> <li>• The SPCSA advises that Doral campuses need to actively work on enrolling a more diverse student population, particularly focusing on Free and Reduced Lunch and Second Language Learners, in comparison to Clark County, to improve the Enrollment Diversity Indicator.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> <li>• Leadership reported that a Restorative Practices Task Force has been created which provides training throughout the school year.</li> <li>• Leadership continues to work on implementing inclusive practices.</li> <li>• Leadership reported that there has been an increase in FRL and EL students from the 22-23 SY to the 23-24 SY.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> <li>• Doral Fire Mesa leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing.</li> <li>• SPCSA staff agrees with this assessment and concludes that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</li> </ul>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

### Doral Network Strengths:

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

# SITE EVALUATION FINDINGS

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## STRENGTHS Continued

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

### Doral Fire Mesa Strengths:

- **Enhancing Student Engagement**  
The school is actively working on improving student engagement through the implementation of various strategies such as Ron Clark<sup>6</sup> techniques, Socratic seminars<sup>7</sup>, CHAMPS<sup>8</sup>, and establishing systemic school-wide expectations, and a restorative Justice team. These efforts aim to create a more engaging and interactive learning environment.
- **School Improvement Initiatives**  
School leadership has reported a commitment to data-driven discussions and decision-making to propel the institution forward while considering staff needs to ensure student growth and achievement. Key measures include strengthening Professional Learning Community (PLC) structures, staff-developed lunch and learn opportunities, introducing the i-Ready reading and math online learning program, and making informed decisions based on data analysis. These initiatives reflect a dedication to continuous improvement.
- **Promoting Multi-cultural Awareness**  
Doral Fire Mesa is dedicated to celebrating diversity and promoting multicultural awareness within the school community. This is achieved through various means, including outside performance opportunities, classroom lessons, Arts Integration projects, and fostering cultural

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<sup>6</sup> Ron Clark techniques refer to instructional methods and strategies developed by Ron Clark, an educator known for his innovative and highly engaging teaching practices. These techniques focus on creating dynamic and student-centered learning environments. They often involve elements of enthusiasm, creativity, positive reinforcement, and a strong emphasis on building meaningful relationships between teachers and students to enhance the overall learning experience. The Ron Clark techniques aim to make learning more interactive, enjoyable, and effective, fostering a positive and supportive atmosphere in the classroom.

<sup>7</sup> Socratic seminars are a form of collaborative and dialogic discussion where participants engage in thoughtful conversation about a specific text or topic. Named after the ancient Greek philosopher Socrates, these seminars emphasize critical thinking, active listening, and open-ended questioning. Participants explore ideas, share perspectives, and collectively deepen their understanding through a guided and structured conversation led by questions rather than a traditional lecture format.

<sup>8</sup> CHAMPS in education refers to a proactive and positive behavior management system designed to establish clear expectations for behavior in the classroom. The acronym CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success. Teachers use CHAMPS strategies to explicitly define and communicate expectations in these key areas, fostering a structured and supportive learning environment.

# SITE EVALUATION FINDINGS

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## STRENGTHS Continued

connections. These efforts contribute to a more inclusive and culturally enriching educational experience.

- **Diverse Student and Teacher Population**  
One notable strength of Doral Fire Mesa is its diversity, both among students and teachers. The staff composition reflects the diversity of the student population, fostering a culturally rich and inclusive learning environment.
- **Improved Chronic Absenteeism**  
The school has made commendable progress in addressing chronic absenteeism, resulting in improved attendance rates. This achievement signifies the effectiveness of interventions and strategies employed to enhance student engagement and participation.
- **Strong Special Education (SPED) and Response to Intervention (RTI) Programs**  
Doral Fire Mesa boasts a robust SPED and RTI program, which includes ongoing training for staff and dedicated intervention blocks. This commitment to specialized education services ensures that students with diverse needs receive the support necessary to thrive academically and personally, aligning with the school's inclusive approach to education.

## 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 Retention and Hiring Struggles**  
A concerning trend is the departure of trained teachers from the profession or their relocation out of the state. Leadership reported that this has led to hiring difficulties, as they often need to bring in educators with less experience or substitute licenses to fill core teaching positions and grade levels. Addressing teacher retention and recruitment is crucial to maintaining educational quality.
- **High Chronic Absenteeism Rates**  
Chronic absenteeism, which has persisted since the 2020-21 school year, remains a pressing issue. The elevated rates of absenteeism, with 12.8% in the elementary and 17% in the upper school for the 2022-23 academic year, significantly affect student performance and engagement. Strategies to address this issue are imperative.
- **Declining Student Proficiency**  
A noticeable drop in student proficiency rates has resulted in a two-star rating for the elementary school. This decline in student performance necessitates a comprehensive plan to improve academic outcomes and regain a higher rating. Strategies should encompass both curriculum enhancements and support for educators.

## 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 Fire Mesa Recommendations:

- **Boost Student Performance**

Continue to work on developing a comprehensive plan focused on improving student performance at the Doral Fire Mesa Campus. Continue to implement targeted professional development opportunities for staff to enhance their instructional strategies and pedagogy. Continue to strengthen Professional Learning Communities (PLCs) to encourage collaboration among educators. This collaborative approach can foster a culture of continuous improvement and assist in elevating more classrooms from proficient to distinguished, ultimately enhancing overall student achievement.

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

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