![Nevada State Public Charter School Authority logo]

Site Evaluation Report: **Doral Academy Red Rock**
Evaluation Date: 10/19/2023

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

Contents

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/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 19, 2023, at Doral Academy Red Rock. 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 Red Rock is located in Las Vegas, Nevada in a facility at 610,626 Crossbridge. The school serves 2,365 students (as of the most recent Validation Day) in kindergarten through 12th 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 Red Rock — School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 610 Crossbridge Dr. Las Vegas, NV 89138

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

95.0 Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2021-2022	89.0 NR
2020-2021	95.0 ★★★★★

Additional Student Groups: Eng Lrns, Stud w/Disab, Econ Disadv

Student Race/Ethnicity
- 48.5% White
- 5.1% Bl/Afr Am
- 23.8% Hisp/Latino
- 10.0% Asian
- 0.3% Am Ind/AK Nat
- 1.0% Pac Isl
- 10.9% Two or More

Doral Academy Red Rock — School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 610 Crossbridge Dr. Las Vegas, NV 89138

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

80.0 Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2021-2022	90.0 NR
2020-2021	70.5 ★★★★

Additional Student Groups: Eng Lrns, Stud w/Disab, Econ Disadv

Student Race/Ethnicity
- 49.7% White
- 4.1% Bl/Afr Am
- 25.1% Hisp/Latino
- 9.2% Asian
- 0.3% Am Ind/AK Nat
- 0.9% Pac Isl
- 10.3% Two or More

Doral Academy Red Rock — School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 610 Crossbridge Dr. Las Vegas, NV 89138

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

78.5 Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2021-2022	76.0 NR
2020-2021	71.4 NR

Additional Student Groups: Eng Lrns, Stud w/Disab, Econ Disadv

Student Race/Ethnicity
- 46.0% White
- 6.9% Bl/Afr Am
- 27.3% Hisp/Latino
- 8.4% Asian
- 0.2% Am Ind/AK Nat
- 1.6% Pac Isl
- 9.2% Two or More

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	72.2	52.0	53.5	66.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	90.6	74.5	71.9	81.2	72.8	70.4
Black/African American	57.1	31.4	38.9	56.5	30.3	35.7
Hispanic/Latino	62.6	42.2	45.5	54.1	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	57.8	57.8	59.6	53.8	55.6	57.5
White/Caucasian	77.7	63.7	63.3	73.8	60.7	61.3
Special Education	50.0	29.1	35.5	36.1	26.3	32.1
English Learners Current + Former	82.6	38.1	42	77.9	34.9	39
English Learners Current	60.0	27.6		58.8	25.5	
Economically Disadvantaged	54.9	39.0	44.9	50.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	73.2	54.6	61.2	69.6	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	81.3	74.1	77.8	75.0	74.9	76.7
Black/African American	76.1	37.5	48.2	56.5	39.8	45.4
Hispanic/Latino	61.6	45.9	53.2	60.4	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	65.7	60.7	67.9	66.6	61.5	66.2
White/Caucasian	78.7	64.4	70.6	75.3	65.5	69
Special Education	42.8	27.4	36.8	22.2	25.5	33.5
English Learners Current + Former	73.9	37.6	47.2	70.1	37.4	44.4
English Learners Current	50.0	24.1		47.0	24.4	
Economically Disadvantaged	60.4	42.0	51.9	55.3	42.8	49.4

Middle School

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	68.4	53.4	58.6	73.8	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	79.5	74.7	78.2	89.3	79.0	77.1
Black/African American	42.8	37.4	43.9	52.3	41.1	40.9
Hispanic/Latino	59.2	44.8	50.5	69.2	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	75.0	60.0	65	73.5	64.6	63.2
White/Caucasian	71.8	64.0	69.6	74.9	67.2	68
Special Education	20.0	17.4	29.6	36.8	18.0	25.8
English Learners Current + Former	47.2	34.0	31.7	68.9	38.8	28.1
English Learners Current	16.6	12.0		-	16.7	
Economically Disadvantaged	50.7	40.8	49.8	60.5	45.9	47.1

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	50.6	38.5	42.7	52.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	61.7	62.5	62.6	68.0	62.7	60.6
Black/African American	25.0	19.4	31	28.5	18.2	27.3
Hispanic/Latino	35.9	28.3	36.2	44.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	54.7	44.5	46.4	50.0	41.8	43.6
White/Caucasian	57.1	51.4	52.3	55.2	48.1	49.8
Special Education	20.4	11.5	26.5	23.6	9.7	22.7
English Learners Current + Former	37.1	21.5	28	61.7	20.1	24.2
English Learners Current	<5	6.5		-	7.6	
Economically Disadvantaged	29.2	24.9	36.1	36.4	23.9	32.7

High School

Math Proficient — Math Proficient Points Earned: 4.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.8	25.7	39.38	18.1	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96
Asian	22.2	50.2	55.12	28.5	55.1	52.76
Black/African American	8.3	11.0	26.37	10.0	10.2	22.5
Hispanic/Latino	13.0	16.0	30.44	11.3	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	34.6	35.5	43.1	12.5	31.9	40.11
White/Caucasian	32.0	33.6	49.68	23.1	33.8	47.04
Special Education	6.4	6.2	20.93	6.2	6.6	16.76
English Learners Current + Former	<5	<5	22.86	-	<5	18.8
English Learners Current	<5	<5	20.23	-	<5	16.04
Economically Disadvantaged	11.5	14.5	31.41	12.5	14.6	27.8

ELA Proficient — ELA Proficient Points Earned: 10/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	64.3	54.0	53.55	48.6	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92
Asian	66.6	75.2	68.51	64.2	78.7	66.85
Black/African American	58.3	34.6	38.08	25.0	40.6	34.82
Hispanic/Latino	47.8	43.8	42.69	39.6	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	80.7	65.5	62.16	56.2	60.5	60.16
White/Caucasian	66.0	64.6	65.93	56.0	65.7	64.14
Special Education	29.0	19.2	23.93	18.7	16.5	19.92
English Learners Current + Former	10.0	10.9	25.56	-	12.5	21.64
English Learners Current	10.0	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	51.9	41.8	43.73	39.5	43.4	40.77

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School	Middle School	High School

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

Elementary School

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 39.9 between school (89 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

4/15 — NSPF score difference of 1.5 between school (89 points) and comparison school (87.5 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 45.3 between school (90 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15 — NSPF score difference of 13.5 between school (90 points) and comparison school (76.5 points).

High School

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

15/25 — 15 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 13.2 between school (76 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 — NSPF score difference of -11.5 between school (76 points) and comparison school (87.5 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School	Middle School	High School

Elementary School

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

8/15 — Indicator bonus points for: FRL, EL. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 — School FRL rate of ≥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.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 — School FRL rate of ≥10 to <20% compared to district Gr6-8 FRL rate of >95%.

3/5 — 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%.

High 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)

1/5 — School FRL rate of ≥20 to <30% compared to district Gr9-12 FRL rate of >95%.

5/5 — School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.3%.

2/5 — School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	22	45 minutes
Students	27	45 minutes
School Leadership	20	45 minutes
Staff	16	45 minutes

Governing Board[1]:

- The Doral board comprises 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

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

FOCUS GROUP SUMMARIES

departing staff members.

- Traffic issues are noted to be a recurring trend across the Doral school network schools. The board indicates that various communications have been distributed to families to remind them of speed limits, traffic patterns, and walkways. Administrators' express 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 in the focus group provided various reasons for choosing Doral Red Rock. Some mentioned following the principal, highlighting the importance of her leadership in their decision. Others appreciated the fact that they could have children at different academic levels (elementary, middle, and high school) within the same school. The purpose-built facility and the school's K-12 continuity were also significant factors in their choice.

- Parents praised the school's communication methods. They mentioned daily updates through texts, emails, and a comprehensive daily rundown that includes various information like tardies, absences, grades, missing assignments, as well as school events and meetings. Many parents felt that the school's communication had improved over the years, with prompt responses from teachers to emails.

- Parents reported that their children frequently used academic language at home. This included content-specific vocabulary, grading criteria, and discussions about graduation requirements and diploma options. They noted that the school's curriculum was consistent, fostering a cohesive academic environment that extended beyond the classroom and into their homes. Additionally, parents appreciated the growth mindset and positive language that their children brought home from their teachers and the school, emphasizing the school's commitment to holistic education.

Students:
- Students explained various reasons for choosing Doral Red Rock. Many mentioned that their parents selected the school, often because it was close to their homes. Some students mentioned the opportunity to participate in extracurricular activities like choir and sports, which their previous schools didn't offer. Several students followed older siblings who attended Doral Red Rock. The school's reputation for safety was also a factor in their choice.

- Several students reported that orientation at the school included getting schedules and visiting classrooms before the school year began. This helped students become familiar with their classrooms, seating arrangements, and teachers, creating a sense of comfort and familiarity.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- In their current classes, students are learning a variety of subjects. Students mentioned topics such as story perspective, percentages in math, reading novels with vocabulary tests, understanding how eyes see light, different cultures and languages in advanced placement (AP) classes, the periodic table in science, and discussions on poverty, gender norms, and systemic racism in sociology.

- Students reported that they frequently engage with their peers in class. Teachers regularly encourage them to share their thoughts, perspectives, and ideas. They participate in group settings, collaborate with table groups, work in centers, or sit in classroom configurations designed for group discussions. They also have opportunities to work with partners or in small groups. Students noted that teachers foster an environment where asking questions and expressing thoughts is encouraged, and no one is ridiculed when participating in discussions. Additionally, students appreciate the support they receive from teachers and the collaborative atmosphere within the school.

Leadership:

- Leadership reported that the Doral Red Rock Campus conducts training to help teachers create higher-order questions. Professional development sessions have been organized to address shared principles for Advanced Placement (AP) and pre-AP strategies, particularly focusing on higher-order thinking. The school also provides training in arts integration and Charlotte Danielson's framework[2], which is differentiated based on teachers' years of expertise. One member of leadership shared, "The staff receives professional development on differentiated class activities to adapt curricular materials and Depth of Knowledge (DOK) questions to meet the needs of students. The mentor program uses the Danielson rubric for professional development and encourages teachers to articulate what an observer might see in the classroom." This training aims to support student-generated higher-level questions and student-led activities within classrooms.

- According to leadership, chronic absenteeism presents a challenge for teachers, as some students are absent for extended periods. To address this, teachers use self-assessment rubrics to help students catch up when they return. Students themselves play a significant role in supporting one another by communicating and helping those who have been absent, even during periods of pull-out or intervention services. While chronic absenteeism can affect projects and group work, the school's approach involves student self-assessment and peer collaboration to mitigate these challenges.

- Leadership explained that the school has taken measures to address traffic concerns, specifically long car lines on school property rather than in the neighborhoods or public streets. Aerial videos of the entire carline process have been recorded and are available on the school's website. The school has worked closely with city traffic engineers, who have approved the placement of traffic guards at three intersections. One member of leadership shared, "It took six months to secure approval for crossing guards. While the City of Las Vegas only provides crossing guards for elementary schools, the proximity and

---

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

synchronized dismissal times of the middle and high school at the Red Rock Doral campus enable the entire student population to benefit from these guards." The school actively communicates with parents through its weekly newsletter, addressing traffic-related reminders and safety concerns, such as driving at a slower speed, avoiding illegal U-turns, and being respectful of school personnel and procedures. Additionally, the school maintains an open line of communication with local law enforcement and holds monthly meetings to address traffic-related matters.

Staff:
- Several elementary school faculty members at Doral Red Rock were motivated to work at the school after conducting thorough research to find a teaching environment suitable for themselves and their children. They expressed appreciation for the school's personal and welcoming atmosphere, citing strong support from the administration and noting the students' enthusiasm for learning. The opportunity for professional development and endorsements also played a significant role in attracting staff members to the campus. Additionally, middle and high school faculty shared diverse motivations, with some noting that Doral Red Rock offered them a job promptly, beating out the delayed process with CCSD. A former CCSD teacher, initially considering retirement, decided to continue teaching after discovering and loving the charter school. Other staff members joined from various backgrounds, such as directly from college or following a break from teaching.

- To foster academic talk in their classrooms, elementary school teachers at Doral Red Rock reported the use of various strategies. They encourage students to use subject-specific vocabulary in both spoken and written language. Some teachers assign a "learning leader" role for the day, where a student is responsible for monitoring and leading discussions related to the lesson's objectives and academic language use. In math, for example, teachers emphasize precise terminology like "quotient" rather than asking for the answer. Some teachers use creative activities like creating tableaus, allowing students to use context clues to determine words. Special education teachers prioritize language skills, as they are crucial in the interactions of their students. Positive self-talk is a common practice to support students.

- Staff members at the Doral Red Rock campus reported they collaborate extensively to address the diverse needs of all students, including those with Individualized Education Plans (IEP), English learners, and those facing opportunity gaps. Elementary school staff shared that special education teachers closely collaborate with content area teachers, adapting and refining strategies to benefit each student. This collaborative approach ensures a respectful integration of expertise between the content area and special education professionals, fostering meaningful dialogue to enhance students' academic potential. Middle and high school staff explained that there is a concerted effort to work with SPED to ensure teachers are well-informed about their student's needs. The school offers AP courses to all students who wish to take them, providing equal opportunities. Additionally, the CTE classes have no minimum requirements, allowing students with IEPs to excel. The administration has increased support for the SPED department, including additional instructional aids, resulting in significantly improved communication this year.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 46 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 21	Total: 25	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 21	Total: 25	Total: 0	Total: 0	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 23	Total: 22	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 24	Total: 22	Total: 0	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: 9	Total: 33	Total: 0	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: 17	Total: 26	Total: 0	Total: 0	Total: 3

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 24	**Total:** 20	**Total:** 2	**Total:** 0	**Total:** 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 24	**Total:** 22	**Total:** 0	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable.

1. In a lower elementary classroom, the teacher employed multiple strategies, such as chants, whiteboards, individual check-ins, and positive reinforcements, and maintained a brisk pace for her young writers. The classroom exuded warmth, positivity, and encouraged students to take risks.
2. In one early-grade classroom, the teacher provided instruction while one student had thrown markers behind herself. The entire class remained focused on the teacher, and the learning continued without disruption. The teacher calmly instructed students to take out paper and pencils to begin writing, requesting assistance when needed. Another adult entered the classroom and had a quiet conversation with the student who had thrown markers. The adult then escorted the student out of the classroom. Throughout this, the teacher and students seamlessly carried on with their learning.
3. An upper elementary group of students engaged in a classroom activity where they acted as different Native American tribes, simulating trade for food, shelter, and clothing. The lesson was well-planned, and the instructions were concise and clear.
4. In one upper school classroom, students completed vocabulary packets, with the teacher randomly asking students to provide definitions of the vocabulary terms. The teacher offered respectful and positive feedback to students' responses. However, there was a missed opportunity for students to engage in discussions or express agreement or disagreement with their peers' definitions.
5. In an upper elementary classroom, students worked in groups of three in a spacious area with a large whiteboard, collaboratively tackling a math problem. A total of 25 students actively engaged in the process, employing writing, verbal communication, and critical thinking skills. They focused on decomposing numbers, utilized skip counting, created place value charts, and employed various methods to solve multiplication problems. Additionally, students were encouraged to demonstrate the equivalence of their solutions through written strategies, showcasing a comprehensive approach to mathematical understanding.
6. A middle elementary classroom actively participated in readers theatre centered around historical non-fiction content. The students were divided into two groups, each consisting of 11 members, and assigned specific roles. The teacher adeptly organized the students into their respective groups, distributed scripts, and assigned parts. Within approximately 2 minutes, all students were immersed in reading, attentively following along and acquiring knowledge. The teacher moved between both groups, offering assistance with word pronunciation, listening, and providing additional factual information related to the engaged content.
7. Upper school students in a social studies class engaged in a discussion about what it means to be a citizen within a community. The conversation began with students watching a brief video clip.
8. In an elementary classroom, students supported each other in maintaining proper behavior when transitioning between activities.
9. During whole group instruction, an elementary teacher explicitly taught vocabulary and provided time for students to act out the vocabulary words.
10. During a weight training class, students took turns spotting each other. They rotated among kettlebells, hand weights, a bench press, and sit-ups, aiming to complete as many repetitions as possible within one minute.

ORGANIZATIONAL PERFORMANCE

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

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

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

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

	Measures of Progress from Previous Site Evaluations
The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.	
Prior recommendations by SPCSA staff	• The SPCSA advises that Doral campuses need to actively work on enrolling a more diverse student population, particularly focusing on Free and Reduced Lunch and Second Language Learners, in comparison to Clark County, to improve the Enrollment Diversity Indicator. • Continue to work on differentiation as the year progresses. SPCSA staff observed interventionists providing one one-on-one intervention to students. The school leader reported that several high-quality interventionists were hired, including retired principals. • SPCSA staff suggests that Doral Red Rock explore Multiple Systems 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.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Leadership reported there has been an increase in FRL and EL students from the 22-23 school year (SY) to the 23-24 SY. • Leadership reported that interventionists and support staff have been hired to support differentiation of students. • Leadership reported that a Restorative Practices Task Force has been created which provides training throughout the school year.
SPCSA staff assessment based upon findings during site evaluation	• Doral Red Rock 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 Red Rock Strengths:

- **Seamless College and Career Readiness Integration**
  Doral Red Rock Campus exhibits a well-coordinated and vertically aligned approach to college and career preparedness that extends from sixth to twelfth grade. This comprehensive alignment underscores the school's commitment to academic excellence and the maintenance of rigorous standards, assuring that students are excellently equipped to navigate future educational and professional endeavors. This commitment is evident in the grade-specific Google Classroom[3], a continuous resource throughout high school, offering an array of college and career guidance and information essential for graduation. Furthermore, the school provides specialized presentations for students with disabilities to support their transition to high school. A Transition Specialist actively participates in Individualized Education Program (IEP) meetings for 11th and 12th-grade students, facilitating robust planning for their post-high school journeys.

- **Diverse Educational Opportunities:**
  Red Rock Campus provides students with a diverse array of opportunities, including Career and Technical Education (CTE), dual-credit programs, and a wide range of elective courses. Remarkably, these offerings are seamlessly integrated into a small school environment, allowing students to truly stand out and excel in their chosen pathways.

- **Consistent Pooled Proficiency:**
  Pooled proficiency results for students in grades three, four, and five exhibit impressive levels of achievement on Smarter Balanced Assessments (SBAC)[4] assessments, consistently attaining high levels of proficiency in both English Language Arts (ELA) and Mathematics, with 73% and 72% of students, respectively. These results have contributed to a 20/20 proficiency score on the Nevada School Performance Framework (NSPF), resulting in a Five Star rating.

---

[3] Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers.
[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.

SITE EVALUATION FINDINGS

STRENGTHS Continued

- **Effective School Intervention Program:**
  The school's proactive approach to academic support is evident through its immediate initiation of an intervention program, commencing just two weeks into the school year. This program is designed to benefit students identified as 'high needs' for academic growth and proficiency, with a particular focus on students engaged in the Response to Intervention (RTI) process who were closely monitored in the preceding year. This dedicated effort underscores the school's commitment to addressing individual student needs and promoting academic success.

- **Specialized Support Spaces for Special Education**
  The principal showcased the creation of specialized spaces at Doral Red Rock to support higher-needs special education students. These spaces, designed during the current school year, highlight the school's commitment to providing tailored resources and a conducive learning environment for all students.

- **Effective Utilization of Small Group Spaces**
  Throughout elementary school, Doral Red Rock demonstrates the effective utilization of various spaces for small group instruction. These spaces under the stairs and at the end of hallways illustrate the school's dedication to creating optimal instructional environments that support student learning.

- **Dedicated Counseling Office and SEL Practices**
  The school has established a counseling office with a designated "quiet spot" for students experiencing emotional overload. The structured procedure for students to access this space, set a timer, and engage in calming activities underscores the school's focus on promoting students' social and emotional well-being. Additionally, morning meetings and calm-down corners contribute to fostering a supportive environment.

- **Resource Room Modifications for Inclusion**
  Doral Red Rock has made significant modifications to its resource room to accommodate students who may have previously required self-contained settings. The resource room has been transformed into an engaging and well-organized space, and the school provides training for instructional aides to better support students with special needs.

- **Enthusiastic Elementary Teachers and Collaborative Culture**
  Teachers at the elementary level exude enthusiasm and openness, welcoming visitors to observe their teaching methods, classrooms, and students. Their passion and happiness reflect a positive and collaborative school culture that supports professional growth and the sharing of innovative teaching techniques.

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.

- **Addressing Student Attendance:**
  The school faces ongoing difficulties with student attendance, where the persistence of high rates of chronic absenteeism has remained a challenge, particularly since 2020. This issue significantly affects the academic growth and achievement of students who miss substantial portions of core instructional content.

- **Strengthening Student Resilience**
  The Doral Red Rock campus is proactively addressing the challenge of cultivating student resilience. The introduction of a grade-level studies block at the middle and high school level serves as a dedicated time for students to bolster their resilience by addressing missing assignments and developing relationships with their teachers. This block also enables targeted interventions to enhance students' essential skills, with support from both core content and specialist teachers. Recognizing the significance of nurturing resilience for students' holistic development, the school is committed to fostering their emotional and academic well-being through this endeavor.

- **Meeting the Needs of Special Education Students:**
  The growing enrollment of students with Individualized Education Programs (IEPs) tailored for self-contained programs poses a considerable challenge. The school must address issues related to securing qualified personnel capable of effectively working with special education students, providing the necessary training for staff, and creating adequate physical spaces to accommodate the unique needs of students who rely on adult support throughout the majority of the school day.

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 Red Rock Recommendations:

Addressing Student Attendance
- Continue to implement a multifaceted approach to address chronic absenteeism. This includes a comprehensive system for monitoring and addressing absenteeism promptly. Collaborative efforts with parents and guardians are essential, involving regular communication to stress the importance of consistent attendance. Offering support services and interventions for students facing attendance issues should be a priority. Additionally, exploring innovative approaches, such as incentives for improved attendance, may help in mitigating this challenge.

- **Fostering Student Resilience**
  Continue to work on enhancing student resilience. This may include considering implementing social-emotional learning programs and initiatives that promote the development of emotional and psychological well-being among students. Training for both staff and students on resilience-building strategies should be integrated into the curriculum. Creating a supportive school culture that emphasizes resilience and coping skills can help students better navigate challenges and adversities, ultimately contributing to their overall growth and success.

- **Meeting the Needs of Special Education Students**
  Addressing the challenge of accommodating a growing population of students with self-

RECOMMENDATIONS Continued

contained IEPs requires a multifaceted strategy. The school should focus on recruitment and professional development to secure qualified personnel who can effectively work with special education students. Adequate training and ongoing support for staff members involved in special education programs should be provided. Furthermore, evaluating and optimizing the physical infrastructure to accommodate the unique needs of these students is essential. Collaborating with special education experts and agencies may provide valuable insights and resources to meet these challenges effectively.

Cohesion between the Elementary and Upper School Levels

To enhance clarity for parents and families, it is recommended that Doral Red Rock effectively communicate the distinctions between the after-school programs at the Upper School, referred to as "Dragons Den," and the Elementary School, labeled as "Champions." The family focus group participants expressed concern about the confusion among students and emphasized the need for greater cohesion. The leadership focus group participants clarified that Dragon's Den is internally managed by the school, while Champions is an external program owned by KinderCare. The unique needs of the elementary campus, and supervising a larger student population, led to outsourcing the before and aftercare program to Champions. It is advisable for Doral Red Rock to transparently communicate these differences to families, addressing not only the before and after school programs but any other relevant distinctions. Addressing these disparities will not only contribute to improved communication but will also lead to a more unified experience for students and parents. Recognizing the concerns of several parents who have expressed a desire for greater consistency, particularly in areas such as the house system and reward structures, is crucial in this effort.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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