



Nevada State Public Charter School Authority

# Doral Academy of Nevada - Pebble Site Evaluation Report: March 10, 2026

State Public Charter School Authority

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# Table of Contents

Executive Summary ..... 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Strong Recommendations ..... 10

Site Evaluation Findings: Deficiencies .....11

Focus Group Participation Data..... 12

    Focus Group Summary: Governing Board ..... 13

    Focus Group Summary: Family Members, Parents, and Guardians..... 15

    Focus Group Summary: Faculty and Staff..... 16

    Focus Group Summary: School Leadership ..... 17

    Focus Group Summary: Students ..... 19

Classroom Observations and Additional Comments ..... 23

Measures of Progress from Previous Site Evaluation..... 25

Operational Compliance Checks..... 27

Appendix A ..... 28

**Links to Resources:**

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

# Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF)<sup>1</sup>, the [SPCSA Academic Performance Framework](#), and the [SPCSA Organizational Performance Framework](#).

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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<sup>1</sup> NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

# 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.

## **Star rating and index score**

A key strength of Doral Academy Pebble is its consistently strong academic performance, reflected in the high star ratings earned by both the elementary and upper school programs. Under the 2024–25 Nevada School Performance Framework (NSPF), the elementary school received a five-star rating with an index score of 88 out of 100. The elementary school also earned the full 25 out of 25 points on the Academic Achievement Indicator<sup>2</sup>, with a pooled proficiency rate of 65 percent, well above the SPCSA district average of 52 percent. The upper school likewise earned a five-star rating, with an index score of 88 out of 100. The upper school received 19 out of 20 points on the Closing Opportunity Gaps Indicator<sup>3</sup>, demonstrating strong growth among students who were previously not proficient in English language arts (ELA); 52.4 percent of these students improved, exceeding the SPCSA district average of 39.2 percent. Notably, the upper school's strong academic outcomes have been sustained over time, since the 2019–20 school year, an impressive six years. The upper school also exceeds standards on the Academic Performance Framework, which compares the school to other schools in nearby zip codes based on NSPF scores, chronic absenteeism, and various student subgroups.

## **Low chronic absenteeism rates**

On the 2024–25 NSPF Student Engagement Indicator, Doral Academy Pebble's elementary school earned the full 10 out of 10 points, with only five percent of students identified as chronically absent<sup>4</sup>. This marks an improvement from the prior year's seven point five percent rate and remains well below the SPCSA district average of 16.4 percent. Similarly, the upper school reported a chronic absenteeism rate of just six point one percent, outperforming the SPCSA district rate of 13.7 percent, earning the school five out of five points on the Academic Performance Framework<sup>5</sup>. These results reflect the school's consistent attendance monitoring, proactive communication with families, and early intervention systems that identify and support students at risk of becoming chronically absent.

## **Science proficiency levels**

A clear strength of Doral Academy Pebble is its strong science achievement across both the elementary and upper school grade bands. In elementary school, 47 percent of students demonstrated proficiency in science, compared with the SPCSA district average of 26 percent. In upper school, 62.7 percent of students were proficient, exceeding the district average of 50.8 percent. These results reflect the school's ability to provide effective science instruction across grade levels and suggest a strong foundation in standards-aligned teaching, student engagement, hands-on learning, and academic continuity from elementary through upper school.

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<sup>2</sup> The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.

<sup>3</sup> The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

<sup>4</sup> Students are considered chronically absent when they miss 10% or more days in a school year.

<sup>5</sup> The Academic Performance Framework (APF) incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

### **Collaborative arts integration within specialist classrooms**

A notable strength of Doral Academy Pebble is its collaborative approach to arts integration within specialist classrooms such as dance, art, music, and theatre. Staff noted that specialist teachers regularly collaborate with grade-level teachers to deepen students' content understanding of the Nevada Academic Content Standards<sup>6</sup> (NVACS) through the arts, creating meaningful opportunities for cross-curricular connection and reinforcing academic standards in engaging ways. One example of this occurred in fourth grade, where the dance teacher collaborated with classroom teachers during students' study of the skeletal system. As part of this partnership, students created and performed a dance that embodied the science standard, allowing them to deepen their understanding through movement and expression. This type of intentional collaboration reflects the school's commitment to interdisciplinary instruction that makes learning memorable, deep, relevant, and meaningful for students.

### **Strong performing arts program built over time**

A further strength of Doral Academy Pebble is its strong performing arts program, which has been intentionally built and sustained over time. The program is a meaningful part of the school's identity and community, providing students with opportunities to develop confidence, creativity, collaboration, and pride in their work. The recent performance of *The Wizard of Oz* reflected the strength of this program and its lasting impact on students, with over 100 students participating in the production and thirty-two former students returning to attend the production. The student presence speaks to the enduring sense of connection students feel to the school and highlights the important role the performing arts program plays in fostering school pride, tradition, and community.

### **Kindergarten through eighth-grade community**

A notable strength of Doral Academy Pebble is its cohesive kindergarten through eighth-grade model, which fosters a strong sense of family, continuity, and community across the school. Because students remain within one connected school environment over multiple years, they benefit from consistent expectations, lasting relationships with peers and staff, and a shared school culture that strengthens belonging. This structure also allows staff to get to know students and families well over time, creating a more personalized and supportive educational experience. As a result, the school is able to build a close-knit community where students feel known, supported, and connected throughout their academic journey.

### **The Doral brand of excellence**

A noted strength of Doral Academy is the Doral brand, grounded in high expectations for all students, strong accountability systems, effective school leadership, and active oversight from the governing board. Across stakeholder groups, there is a clear and consistent commitment to maintaining rigorous academic standards while supporting students in achieving their full potential. This culture of accountability and high expectations is reinforced by strong governance and leadership structures that prioritize student achievement, operational effectiveness, and continuous improvement. The success of the broader Doral network is also reflected in the strong performance of its schools, which earned five-star ratings under the Nevada School Performance Framework.

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<sup>6</sup> Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus for instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

The impact of this shared vision is evident in the school’s accomplishments and reputation within the broader community. Doral Academy campuses, including Red Rock, have received notable recognition, including being named to the “Best of Las Vegas<sup>7</sup>,” reflecting strong community confidence in the school’s programs and outcomes. Additionally, the executive director was recognized as the Central Office Administrator of the Year by the Nevada Association for School Administrators<sup>8</sup> (NASA), underscoring the organization’s leadership and commitment to educational excellence. Collectively, these recognitions reinforce the Doral brand and the school’s continued focus on high-quality education, strong leadership, family engagement, and positive student outcomes.

## Site Evaluation Findings: Challenges

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<sup>7</sup> The Best of Las Vegas awards, primarily presented by the *Las Vegas Review-Journal* and Las Vegas, are a premier annual reader-choice recognition program honoring top local businesses, entertainers, restaurants, and attractions.

<sup>8</sup> The Nevada Association of School Administrators (NASA) is a professional, non-union organization representing school leaders across the state.

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

### **English language proficiency rates in the upper school**

A challenge for Doral Academy Pebble is the growth of English learner (EL) students in the upper school, as reflected in performance on the English Language Proficiency Indicator<sup>9</sup>, where the school earned two out of 10 points. This suggests an opportunity to strengthen support for students' progress in English language development. School leadership indicated that one strategy helping to address this challenge has been providing greater clarity to both students and families about the WIDA<sup>10</sup> assessment, including its purpose and expectations.

### **Student perceptions of support and teacher awareness**

A challenge for Doral Academy Pebble is strengthening students' perception that teachers are consistently aware of and responsive to their needs. Student perception data during the focus group suggest that while many students feel their teachers care about them and are invested in their success, some responses indicate that students do not always feel fully seen, supported, or understood in their overall school experience.

### **Student growth in elementary school**

School leaders reported that a key challenge for Doral Academy Pebble is stagnant student academic growth in the elementary grades. On the Academic Performance Framework growth indicator, the school earned 27 out of 35 points, suggesting that while some progress is evident, additional improvement is still needed. The elementary school is performing slightly below SPCSA averages on median growth percentile in both ELA and mathematics, indicating a need for more targeted instructional strategies and supports to accelerate student growth.

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<sup>9</sup> English Language Proficiency is a measure of designated English Learners achieving English Language proficiency on the state English Language Proficiency assessment.

<sup>10</sup> WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

# Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

## **Improve English language proficiency in the upper school**

The SPCSA recommends Doral Academy Pebble focus on improving the adequate growth percentiles<sup>11</sup> (AGPs) of EL learners in the upper school. According to the 2023-24 NSPF data in the English Language Proficiency Indicator<sup>12</sup>, the school earned two points out of 10, registering a school rate of 13.3 percent of English language learners meeting their growth targets compared to the district rate of 28.5 percent. This measure is calculated using the percentage of English language students who met their growth targets (AGPs) on the WIDA assessment. The English Language Proficiency Indicator contributes up to ten percent of the school's total index score at all levels. The school may find referencing resources to support English language learners from the Nevada Department of Education website helpful. ([English Language Learners](#))

## **Consider implementing culturally responsive training**

A recommendation for Doral Academy Pebble is to continue strengthening culturally responsive practices through intentional staff training and professional learning. With 21 different languages represented across the school community, culturally responsive training could further support staff in building strong relationships with students and families from diverse backgrounds. This recommendation is also supported by feedback from the student focus group, which suggests an opportunity to deepen students' sense of belonging and connection. Strengthening staff capacity in this area can help increase trust, improve classroom climate, and ensure that students feel seen, respected, and included in their school experience.

## **Building teacher capacity to strengthen classroom practice**

In order to move more classrooms from approaching proficient to highly proficient and/or distinguished, as indicated on the classroom observation rubric beginning on page 20 of this report, a recommendation for Doral Academy Pebble is to consider how the school can continue refining and enhancing instructional quality in specific classrooms with developing teachers, particularly as it works to sustain its five-star performance. While the school is currently demonstrating strong overall outcomes, there is an opportunity to strengthen consistency in classroom management procedures and pacing, reducing the loss of instructional time throughout lessons and transitions. Some suggestions include implementing a consistent schoolwide framework, such as CHAMPS,<sup>13</sup> to support clear expectations, smoother transitions, and productive learning environments across classrooms, and to increase targeted instructional coaching for some teachers based on formal and informal observation data.

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<sup>11</sup> Adequate Growth Percentile is a criterion-referenced measure that compares a student's Standardized Growth Percentile (SGP) against the percentile needed to become or stay proficient on the state assessment or WIDA (World-class Instructional Design and Assessment) for English Language (EL) learners. Regarding EL learners, AGPs are used to track their progress towards English proficiency within five years.

<sup>12</sup> English Language Proficiency is a measure of designated English Learners achieving English Language proficiency on the state English Language Proficiency assessment.

<sup>13</sup> CHAMPS stands for Conversation, Help, Activity, Movement, Participation, Success. CHAMPS is a classroom management system that is evidence-based, positive and procedural geared for students in grades pre-kindergarten through eighth grade.

**Continue to develop shared resources to support arts integration**

A recommendation for Doral Academy Pebble is to consider developing a shared materials closet for commonly used instructional supplies and expanding the resources available in classroom arts integration kits. Strengthening access to shared materials could improve efficiency for teachers, support lesson implementation, and ensure that classrooms are equipped with readily available resources to enhance instruction.

# Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

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

# Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

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

# Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board <sup>14</sup>	3
Family Members, Parents, and Guardians	5
Faculty and Staff	9
School Leadership	11
Students	12

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<sup>14</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

The Doral Academy of Nevada Network Board includes members with diverse professional backgrounds in law, finance, education, and parent leadership, communication, representing multiple campuses across the network. Three board members participated in the focus group and emphasized that this breadth of expertise strengthens governance and decision-making by incorporating varied professional and community perspectives. Board members expressed a shared commitment to advancing the network's mission through strong oversight, fostering a positive organizational culture that emphasizes staff development, and prioritizing student safety, wellness, academic success, human capital, and meaningful engagement with families and the broader community.

Board members identified several key strengths of the Doral Academy network. They highlighted the network's commitment to providing a well-rounded educational experience that integrates the arts, career and technical education opportunities, and strong academic programming from kindergarten through high school. Members emphasized that the schools foster a love of learning while preparing students for postsecondary success. The board also noted the strong relationships between schools and families, as well as a culture of accountability and collaboration among board members, administrators, staff, and students. Board members described the school environment as safe, inclusive, and supportive, which they believe contributes to strong academic achievement and student engagement.

Participants also discussed recent successes across the network. Board members celebrated that 13 schools earned five-star ratings, with several campuses improving their performance ratings in recent years. They attributed these outcomes to strong leadership, collaboration between the board and school administration, and a willingness to address challenges directly when they arise. Additional accomplishments included recognition in the community, such as being named to the "Best of Las Vegas," and the executive director being recognized as the Central Office Administrator of the Year by the Nevada Association for School Administrators (NASA). Continued enrollment growth is driven by the network's strong reputation. Board members also referenced a recent land purchase that will support future expansion, noting that the favorable opportunity reflected the organization's positive standing within the broader community.

Despite these successes, board members acknowledged several challenges and areas that require continued attention. They discussed the importance of maintaining innovation and avoiding complacency as the network continues to grow. Safety and student well-being were identified as ongoing priorities, including addressing and supporting students' mental health, and ensuring that appropriate expectations for behavior are clearly communicated to both students and families. Board members also noted emerging issues, including the impact of artificial intelligence on academic accountability. Additional concerns included logistical challenges associated with expansion and the need to remain responsive to evolving educational and societal trends.

Looking ahead, board members emphasized the importance of data-informed decision-making and responsible governance practices. They reported regularly reviewing academic performance data, enrollment trends, financial reports, and climate indicators to guide strategic planning. The board also highlighted its commitment to financial discipline, investment in facilities and programs, and a strong focus on human capital, including recruiting and retaining high-quality teachers. While the network

offers a supportive, well-resourced environment, members acknowledged that teacher compensation remains a challenge due to statewide funding constraints. The board described ongoing efforts to strengthen communication with families, continued support for professional development, and ensuring the Doral brand of excellence as the foundation for continuous improvement and accountability across the organization.

# Focus Group Summary: Family Members, Parents, and Guardians

Parents in the focus group shared strong satisfaction with Doral Academy Pebble and emphasized the school's positive impact on their children's confidence, academic growth, and sense of belonging. Several parents described noticeable growth in their children's self-assurance and willingness to participate, with one parent explaining, "I'm so happy with my child not being shy or in a shell. He can be in front of people and express himself." Parents also highlighted academic progress, supportive special education services, and opportunities in sports, arts, and specials such as theater, dance, and Spanish. One parent noted that their child had made exceptional academic gains, sharing, "Academically, my child has grown leaps and bounds."

Parents also expressed strong confidence in the quality of the school's teachers and the way concerns are addressed when they arise. They described teachers as organized, structured, and caring, with clear classroom expectations and appropriate homework demands. Parents appreciate that staff communicate openly about both successes and challenges and that they respond quickly when concerns are raised. Several participants shared that meetings with school leaders were arranged promptly and that issues were handled respectfully, thoughtfully, and with a clear focus on supporting students.

Parents identified the kindergarten through eighth-grade model, arts integration, extracurricular opportunities, and strong communication as some of the school's greatest benefits. They described staff and leadership as highly invested in students' education and well-being, and they spoke positively about teachers' organization, structure, and responsiveness to student needs. Parents also praised the school's ability to support students with disabilities and manage behavioral challenges effectively, noting that teachers communicate clearly with families and handle both positive updates and concerns in a thoughtful, timely manner.

At the same time, parents shared a few areas they would like to see strengthened. Several expressed a desire for a high school option so students could continue in the Doral community beyond eighth grade. Others suggested that communication from Doral Academy Pebble could be more relevant, transparent, and timely, particularly regarding parent involvement opportunities, sports information, and important school events. One parent also raised concerns about the timing of MAP<sup>15</sup> assessments immediately after school breaks, noting that students may benefit from additional time to readjust before taking such an important assessment.

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<sup>15</sup> Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

# Focus Group Summary: Faculty and Staff

Staff members at Doral Academy Pebble described a school community marked by pride, creativity, and meaningful student success. They shared a number of recent accomplishments, many of which reflected the school's strong emphasis on performance-based learning and authentic student engagement. Staff highlighted the school musical, *The Wizard of Oz*, as a major success involving many students, while others described grade-level performances and events connected to academic content, such as student performances about the skeletal system and weather, an astronomy night with high-powered telescopes, and a World War I museum in which students served as curators. These examples reflect a school culture in which students are given opportunities to demonstrate learning in engaging and memorable ways.

Staff also spoke positively about the school's professional development and collaboration structures, explaining that these systems help strengthen instruction and support continuous improvement. They described ongoing learning opportunities such as internal math fluency training, the schoolwide *Math Pact* book study, and another book study on *The Writing Revolution 2.0*, all of which provide practical tools that teachers can implement in their classrooms. Staff explained that collaboration meetings, including PLCs<sup>16</sup> and subject-specific planning, are used to analyze data, identify trends, group students by need, and determine instructional next steps. They noted that formative and summative assessment data, along with tools such as iReady<sup>17</sup> and results from state assessments, help teachers better understand student strengths and areas for growth and adjust instruction accordingly.

In addition, staff described a strong commitment to rigorous instruction, arts integration, and student support, while also identifying a few areas for growth. They explained that rigor is supported through student-centered curricula, collaborative learning, and arts-based approaches that require students to think deeply and demonstrate understanding in creative ways. Staff also shared that the school's MTSS<sup>18</sup> and social-emotional systems emphasize relationships, de-escalation, empathy, and problem-solving rather than punitive responses, contributing to a positive school climate.

As suggestions for improvement, some staff expressed interest in expanding and deepening arts integration strategies by providing additional resources and materials, such as a shared arts integration supply space. Others noted that a dedicated library and librarian could further enrich students' educational experiences and strengthen literacy opportunities across the school.

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<sup>16</sup> A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

<sup>17</sup> iReady Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

<sup>18</sup> Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

# Focus Group Summary: School Leadership

School leadership described Doral Academy Pebble as a campus with strong talent, established systems, and a deep commitment to collective efficacy. Leaders expressed pride that academic proficiency has been sustained in the upper school over several years. They noted that elementary school has progressed from a three-star to a four-star and now a five-star rating over the past three years. They emphasized that school procedures and routines are strong and well-practiced, and that sustaining high performance now requires continued attention to instructional quality, especially in ensuring that all classrooms consistently meet the school's expectations. Leaders shared that they take the School Performance Plan seriously and use it to identify what teachers need to maintain strong academic outcomes over time.

Leaders also discussed their focus on strengthening instructional consistency through curriculum implementation, intervention systems, and professional learning. Through classroom walkthroughs, they recognized that some teachers were carrying a greater share of the school's academic proficiency, prompting a stronger focus on coaching, fidelity of curriculum implementation, and support for specific grade levels, particularly fourth and fifth grades. The school has implemented a strong intervention model, including WIN time (what I need) in elementary school, targeted diagnostic assessment through Acadience Learning<sup>19</sup>, and structured literacy supports aligned to the schoolwide phonics program, with interventionists assigned to this work.

Leadership at Doral Academy Pebble identified school culture, staff retention, and proactive student support as additional areas of strength. They reported that staff turnover has decreased significantly under the current administration and attributed this improvement to intentional efforts to maintain a positive climate through staff events, strong communication, and a supportive culture. Leaders stressed the importance of retaining strong teachers from year to year and providing ongoing professional development that builds a common language across staff. They also described a proactive approach to student behavior and social-emotional supports, noting that the school has shifted from a reactive to a preventive model. This includes universal screeners, tiered social emotional supports, use of the Second Step<sup>20</sup> program, counseling lessons, and positive student incentives. Leaders shared that the vast majority of students have had no behavior incidents this year, reflecting the effectiveness of these systems.

Finally, school leaders highlighted several operational and programmatic strengths that contribute to the school's success. They described arrival and dismissal as highly efficient and equitable, with carefully designed supervision, staggered dismissal, and strong community partnerships that support safe carpool procedures. Leaders also emphasized the school's exceptional performing arts program, noting that teachers with professional arts backgrounds have built a collaborative model that integrates dance, choir, and theater while also supporting academic content through arts integration. In addition, leaders shared that special education systems are strong and increasingly proactive, with weekly team meetings,

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<sup>19</sup> Acadience Learning is an assessment tool designed to track student performance in key academic areas. It provides educators with data-driven insights to inform instruction and facilitate targeted interventions.

<sup>20</sup> Second Step is a social-emotional learning curriculum designed to enhance students' learning in the area through a structured and evidence-based approach.

improved IEP<sup>21</sup> accuracy, and special education teachers included in LETRS<sup>22</sup> and structured literacy training to ensure alignment with Tier One<sup>23</sup> instruction. They also acknowledged ongoing attention to areas for improvement, including middle school math and English learner performance on WIDA, and described targeted efforts to better prepare students and families, remove barriers, and improve outcomes.

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<sup>21</sup> An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

<sup>22</sup> LETRS stands for Language Essentials for Teachers of Reading and Spelling. It is a professional development program for educators, providing evidence-based knowledge on the science of reading to improve foundational literacy skills in phonics, phonemic awareness, vocabulary, comprehension, and spelling.

<sup>23</sup> Tier one instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier one instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

# Focus Group Summary: Students

Students in the focus group shared many positive perceptions of Doral Academy Pebble, particularly related to school safety, supportive relationships, and the school's arts opportunities. Several students described the school as a place where teachers are kind, friendships are meaningful, and adults work to help resolve difficult situations. Students also spoke enthusiastically about the performing arts program and the sense of community it creates. One student stated, "The school is safe, and I love the theatre productions."

Students also described a range of recent learning experiences across grade levels and content areas, including division, fractions, multiplication, decimals, slope-intercept form, long division, measurement, algebraic functions, and classroom debates. Many students were able to explain how arts integration helped deepen their learning by making academic content more engaging and memorable. They shared examples such as creating projects connected to literature, using visual art to explore symbolism, recording weather data over time, building models to represent math concepts, and performing movements connected to science content.

When discussing support from teachers, many students indicated that they feel comfortable asking for help when work is too difficult or not challenging enough. Students described teachers checking for understanding, offering explanations in multiple ways, and providing individual help when needed. One student explained, "My teacher helps me in math because I struggle with it, and she puts it on the whiteboard and helps me get the answer right."

At the same time, students identified several areas for improvement related to peer interactions, belonging, and teacher awareness. While some students reported feeling physically and emotionally safe, others shared concerns about bullying, hurtful language, cultural insensitivity, and students being treated differently based on social dynamics. A few students expressed a desire for teachers to be more aware of what is happening among students and to respond more consistently to concerns. Additional suggestions included expanding the school by providing a high school option so students can remain in the Doral community beyond eighth grade.

# Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	<b>TOTAL: 3</b>	<b>TOTAL: 27</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	<b>TOTAL: 1</b>	<b>TOTAL: 27</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 3</b>	<b>TOTAL: 24</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 21</b>	<b>TOTAL: 6</b>	<b>TOTAL: 0</b>	<b>TOTAL: 6</b>

# Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 5</b>	<b>TOTAL: 20</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 2</b>	<b>TOTAL: 24</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>

# Classroom Observations and Additional Comments

One lesson began with the teacher activating students' prior knowledge by asking what strategies can be used when adapting to change. Students responded with ideas such as seeking support from others and demonstrating adaptability. Students then engaged with a grade-level appropriate fiction text. Before reading, they examined the illustrations and wrote brief predictions to support deeper comprehension of the text. Throughout the lesson, students remained focused and on task, and they participated in a brief table discussion to share their thinking with peers.

Students in an upper school social studies class engaged in a structured round-robin discussion to share their ideas about signs that someone may be experiencing abuse. This format allowed multiple students to contribute perspectives and encouraged active participation from the group. Following the discussion, the teacher displayed an image on the screen to review and clarify different forms of abuse, including physical, verbal, emotional, sexual, and neglect. Students shared responses and examples as the teacher facilitated a whole-group discussion, prompting students to think critically about the topic and reinforcing key concepts. The teacher guided the conversation respectfully and supportively, helping students connect their ideas to the broader concepts presented in the lesson. The activity encouraged student voice while also providing clear instruction and clarification on an important social-emotional topic.

Students worked collaboratively in small groups on parody projects, creating songs and accompanying dance moves that reflected the math standards they had learned throughout the year. All students were highly engaged and motivated as they worked together to develop their content.

During a social studies lesson in an intermediate elementary classroom, students worked in groups to read and determine responses to the question, "What did farmers do about slavery?" Students also unpacked the learning targets and discussed key vocabulary needed to deepen their understanding of the lesson content.

Students worked on their public service announcement project in an upper school classroom, which required a presentation to the class later in the week. The teacher circulated throughout the room to monitor progress, answer questions, and provide guidance as needed. Students worked actively on their projects, collaborating with peers and refining their ideas and materials for the upcoming presentation. The classroom environment was focused and productive, with students remaining engaged in their tasks and demonstrating ownership of their work. The structure of the activity allowed students to apply their learning as they prepared to communicate their ideas clearly to an audience.

In one upper elementary classroom, the teacher reviewed several English roots, including their spelling and meanings, such as "form" and "per". Students supported the teacher in combining word parts to determine how meaning changes when roots and affixes are added together. They applied their knowledge of Latin roots to make meaning of unfamiliar words and deepen their understanding of word structure. The lesson was strongly grounded in the science of reading, with a clear emphasis on morphology and word analysis. Students also had the opportunity to act as "word detectives" by reading sentences and using a morphology key in their workbooks to determine the meanings of new words.

In a primary classroom, students were engaged in writing stories using transition words such as first, next, and finally to organize the sequence of events. The teacher directed students to work independently and without talking while they completed their writing. A second teacher provided additional support to a small group of students working on the same task. Most students were engaged in the lesson; however, the volume of the background music contributed to a more lively environment, which at times made it difficult to maintain the quiet atmosphere intended for writing.

In a primary-grade class, the teacher transitioned students to a writing activity and reviewed the lesson expectations. Despite several reminders, a few students were off task and required additional prompting and redirection throughout the activity. The teacher reviewed key concepts of editing and publishing, encouraging students to share their thoughts and ideas with the class. An additional adult in the classroom provided support, helping students stay focused and assisting with individual needs. Although the teacher worked to deliver a smooth and structured lesson, the frequent need for redirection indicated that some students struggled to maintain focus independently. The teacher responded with patience and guidance, modeling appropriate behavior and reinforcing expectations to try to keep the class on task.

# Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school’s previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue to strengthen Doral Pebble’s comprehensive onboarding processes for the incoming staff and administrative team.	Leaders at Doral Pebble reported that communication has become more streamlined through weekly administrative meetings, weekly staff and committee meetings, and a weekly staff newsletter. They also described a clear process for requesting in-person support from instructional coaches and the supporting administrator. As a result, staff retention has strengthened significantly, increasing from 60 to 70 percent in prior years to a current projected retention rate of 98 percent.	SPCSA staff find that this recommendation has been met.
Continue to develop a plan to address the academic performance concerns of fourth and fifth-grade students.	School leaders reported that, in response to the recommendation, they implemented a blended learning program and adopted a research-based literacy intervention plan focused on foundational reading skills. They also provided professional learning to strengthen math fluency, including curriculum-planning support and a book study emphasizing the development and consistent use of common math vocabulary. In addition, leaders conduct monthly classroom learning walks during phonics and math lessons and provide teachers with immediate feedback.	According to the NSPF star ratings for the 2024-25 school year, Doral Pebble earned a five-star rating, with 88 points out of 100 index points. Math, science, and English language arts (ELA) proficiency rates for fourth and fifth-grade students are all well above SPCSA district averages, earning Doral Pebble 25 out of 25 points on the Academic Achievement Indicator <sup>24</sup> in the elementary school. SPCSA staff find that this recommendation has been met.
Engage with relevant local authorities to assess and improve road safety measures	Leaders reported that they refined and staggered student release times and provided ongoing	SPCSA staff find that this recommendation has been met.

<sup>24</sup> Academic Achievement is a measure of student performance based on a single administration of the State assessment.

	reminders and communication to families about safety expectations. They also met with Air Quality Control, Bureau of Land Management, and the County Commissioners' Office to address traffic concerns on Pebble Road.	
Network-wide: A common recommendation across multiple campuses is to work on attracting and enrolling a more diverse student population.	The leadership team's slide presentation outlined the strategies implemented to recruit, attract, and enroll students from diverse backgrounds, including targeted outreach to communities across the Las Vegas Valley. Members of the leadership team shared the school's data, which reflected an increase in enrollment of diverse students.	The SPCSA acknowledges the school's efforts to broaden its student population and encourages the continued expansion of these strategies to further increase access and enrollment among diverse student groups.
Network-wide: Traffic, parking, and safety concerns were raised by multiple campuses. These concerns could be network-wide, as similar issues may arise at different locations.	The school's administrators' presentation slides summarized the steps taken to strengthen traffic management, parking procedures, and overall campus safety, including the strategic deployment of staff during arrival and dismissal and consistent communication with stakeholders, while emphasizing adherence to established procedures.	The SPCSA acknowledges these efforts and encourages the network to maintain its proactive mindset and continue evaluating and implementing coordinated, network-wide strategies to further improve traffic flow, parking management, and campus safety across all locations.
Network-wide: The challenge of teacher turnover or teacher retention was identified in some campuses.	Teacher retention remains a priority for the Doral Academy leadership, with an emphasis on fostering a positive school culture and strengthening staff efficacy to support long-term stability. Members of the governing board emphasized the importance of retaining high-quality staff and the priority of developing overall staff effectiveness.	The SPCSA acknowledges the school's ongoing efforts in this area and encourages the continued implementation of these strategies to sustain the retention of high-quality educators for all campuses.

# Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
McKinney-Vento Poster	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

# Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.