



Nevada State Public Charter School Authority

Doral Academy of Nevada – Red Rock Site Evaluation Report: March 11, 2026

State Public Charter School Authority

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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)¹, 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 conduct 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.

¹ 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.

Outstanding academic achievement, five-star

All three levels, elementary, middle, and high school, earned the highest rating (five-star) on the 2024-25 Nevada School Performance Framework (NSPF), representing a foundational strength for Doral Academy Red Rock. Five-star schools are recognized for exceeding expectations for all students and subgroups across every indicator category, demonstrating distinguished performance. The elementary school earned 92.5 points, the middle school 86.5 points, and the high school 89 points out of 100, reflecting consistently strong academic achievement across all grade levels.

Highlights of performance include the elementary and middle schools earning the maximum 25 points on the Academic Achievement indicator, which measures student proficiency in math, English Language Arts (ELA), and science. Across all proficiency measures, the schools outperformed district averages. Noteworthy is that the school's science measures exceed the SPCSA's district average: specifically, the elementary school's rate of 50 percent of students meeting science proficiency, compared to the district average of 26 percent, while the middle school's rate of 56 percent surpasses the district average of 50 percent.

These results are further reinforced by the school's performance on the SPCSA Academic Performance Framework² (APF), with all three levels exceeding the 50-80 points out of 100 points "meets standard" benchmark. The elementary school earned 89 points, the middle school 83, and the high school 92 out of 100.

Excellent graduation rates and commitment to college and career readiness

Doral Academy Red Rock demonstrates a strong commitment to ensuring students graduate prepared for postsecondary success. The school maintains an exceptionally high graduation rate exceeding 95 percent, significantly outperforming the district average of 83 percent, and earning the maximum 30 points on the 2024-25 NSPF Graduation Rates indicator. These results reflect the school's sustained emphasis on academic support, student engagement, and careful monitoring of student progress toward graduation requirements.

In addition, the school places a strong emphasis on college and career readiness, including robust opportunities for students to participate in dual credit coursework that allows them to earn college credit while still in high school. This focus on rigorous academic pathways contributed to the school earning the maximum 25 out of 25 points on the most recent NSPF College and Career Readiness Indicator. In the postsecondary preparation participation measure, Doral Academy Red Rock achieved an 82 percent participation rate, exceeding the SPCSA district average of 73 percent. Collectively, these outcomes demonstrate the school's effectiveness in preparing students with the academic skills, experiences, and credentials necessary for success in college, careers, and beyond. School leadership emphasized plans to

² 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.

continue expanding these academic pathways, further strengthening students' opportunities to engage in rigorous postsecondary preparation.

Comprehensive high-quality student experience and positive student culture

Doral Academy Red Rock has cultivated a comprehensive, student-centered experience grounded in academic rigor, meaningful engagement opportunities, and a strong, relationship-driven culture, which serves as a strength. This is specifically evidenced by stakeholder feedback from the 2025-26 Parent Advisory Council, where 92 percent of families identified "school community and belonging" as a primary reason for re-enrollment. Furthermore, perceptual data from the NV-SCSEL Student Climate Survey indicates that 88 percent of students feel they have a "trusted adult on campus" to whom they can turn for support. The school provides a positive learning environment, supported by an extensive array of academic programs, clubs, and athletic offerings, with the aim of providing students opportunities for connection, leadership, and belonging. To expand post-secondary readiness, Doral Academy Red Rock continues to broaden its course pathway by adding Dual Credit³ and Advanced Placement⁴ (AP) options, enabling students to earn college credits prior to graduation and strengthening long-term academic trajectories.

Central to this success is a deliberate focus on fostering a positive student climate and culture. The school prioritizes recruiting and retaining highly qualified educators who embrace its philosophy of relationship-building, restorative practices, and high expectations paired with strong academic and social-emotional support for all students.

Student retention serves as a strong indicator of the school's community strength and program coherence. According to the leadership team, the vast majority of eighth-grade students matriculate into the high school program, with the current freshman class composed entirely of students from within the Doral network. The school has also demonstrated a reduction in attrition to neighboring institutions, suggesting increased family confidence and satisfaction. Notably, this year marks the graduation of the school's first cohort of "Day One Dragons" students who began in kindergarten and continued through the Doral network to graduate from Doral Red Rock. This milestone reflects sustained family trust, continuity of programming, and a deeply rooted school identity. Student focus group data further reinforces these findings, with many students reporting strong feelings of connectedness and consistently positive school experiences.

Robust multi-tiered system of support framework

Doral Academy Red Rock demonstrates a strong commitment to supporting the academic and social-emotional needs of all students through the implementation of a robust multi-tiered system of support⁵ (MTSS) framework. During its first year of implementation, the school earned Bronze-Level recognition, reflecting the establishment of foundational systems designed to identify and support students who may need additional academic or behavioral interventions. This recognition highlights the school's early success in implementing structured processes for monitoring student progress and providing targeted support.

³ Dual credit (or dual enrollment) allows high school students to take college-level courses that simultaneously satisfy high school graduation requirements and earn college credits.

⁴ Advanced Placement (AP) in high school refers to college-level courses developed by the College Board that allow students to experience rigorous, university-style academics.

⁵ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources for tiered interventions and supports.

Through the MTSS framework, school leaders and staff collaborate to review student data, identify learning needs, and implement appropriate interventions at multiple levels. Response to intervention⁶ (RTI) teams meet regularly to review current student progress, assess needs, analyze data trends, and make necessary adjustments. Special education leaders utilize their expertise, and their staff prioritize a student-centered, individualized approach to ensure specialized supports are tailored to each student's needs. Collectively, this systematic approach enables the school to respond proactively to student needs while ensuring that support structures align with the school's broader commitment to high expectations and academic success for all learners. As the framework continues to mature, the MTSS structure provides a strong foundation for strengthening intervention systems and promoting improved outcomes for students across grade levels.

Positive staff culture

Another noted strength of Doral Academy Red Rock is its connected and supportive staff culture, which fosters strong positive relationships among faculty and leadership. Members of the staff focus group highlighted being connected to one another, collaborating regularly, and building relationships grounded in trust, respect, and a shared commitment to student success. Research on effective schools indicates that strong relational trust and collaboration among educators are key components of collective teacher efficacy, which has been identified as one of the most influential school-based factors impacting student achievement and aligns with the systems-focused approach reflected in Nevada's Educator Performance Framework⁷ (NEPF). Families also noted the high level of teamwork among staff, reinforcing a cohesive, engaged school community that supports student learning and well-being.

Strong emphasis on professional development

A notable strength of Doral Academy Red Rock is its intentional, sustained emphasis on professional development to support instructional quality and staff growth. School leadership and the governing board place a high priority on investing in staff development, ensuring that all staff members have access to meaningful learning opportunities that strengthen instructional practices and support student success. Professional development is offered through multiple avenues, including training opportunities at the network, local, regional, and national levels, helping staff stay informed about current educational practices and innovations.

Staff members also highlighted the school's use of "Pocket PD," in which educators who attend external trainings return and share key strategies and insights with their colleagues, helping build collective capacity across the campus. In addition, the leadership team stressed the importance of providing ongoing, robust professional development sessions and ensuring that all instructional staff receive targeted support relevant to their roles.

The Doral brand of excellence

A noted strength of Doral Academy Red Rock 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

⁶ Response to intervention is a proactive, multi-tiered educational framework used to identify and support students who are struggling with learning or behavior.

⁷ The Nevada Educator Performance Framework (NEPF) is a statewide evaluation system for teachers and administrators designed to foster student growth, improve instructional practices, and inform human capital decisions.

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.

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 Vegas⁸," 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 Administrators⁹ (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.

⁸ 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.

⁹ The Nevada Association of School Administrators (NASA) is a professional, non-union organization representing school leaders across the state.

Site Evaluation Findings: Challenges

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

Chronic absenteeism in high school

Although the high school has reduced the chronic absenteeism rate from 23 percent to 17 percent, which is below the SPCSA's district average of 19 percent, chronic absenteeism¹⁰ remains a challenge for Doral Academy Red Rock High School. The school's administration has invested time and effort to ensure these rates continue to decline. Strategies to address this challenge include proactive follow-up with families, early identification of students at risk of chronic absenteeism, targeted interventions to support student engagement, and school-wide initiatives that encourage consistent attendance.

Optimizing space to support program growth

According to the school's leadership team and the various focus groups, Doral Academy Red Rock faces ongoing space and capacity constraints due to sustained program growth and full enrollment. The expansion of academic offerings, elective pathways, athletics, and student support services has increased demand for instructional and shared-use spaces, creating scheduling complexities and limiting flexibility for future program enhancements. As enrollment remains at capacity, available classroom space, specialized instructional areas, and common spaces are consistently utilized at or near maximum levels. These space limitations may limit the school's ability to scale new initiatives, expand course sections, or further grow enrollment without additional facilities. Continued strategic, proactive long-term planning related to facility expansion or space optimization will be essential to sustain program quality while accommodating continued demand. Despite these challenges, the school's leadership has implemented proactive systems to ensure smooth operations, maximize learning, and provide diverse opportunities for students.

Funding constraints

Doral Academy Red Rock continues to experience funding-related challenges, particularly in maintaining competitive teacher salaries relative to the local district. According to the school's leadership team and the board focus group participants, while the school prioritizes recruiting and retaining high-quality educators aligned to its mission and instructional philosophy, salary differentials between charter and district compensation structures present an ongoing challenge. Until state funding levels allow salaries to reach parity with the district, sustaining long-term staff stability and attracting highly experienced candidates may remain a structural challenge. Addressing this issue will require continued strategic budgeting, exploration of supplemental funding sources, and advocacy for equitable funding to ensure compensation aligns with the school's expectations for instructional excellence.

¹⁰ Chronic absenteeism is defined as the unduplicated number of students absent 10% or more school days during the school year.

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.

Continue fostering and promoting the Doral brand

SPCSA commends Doral Academy Red Rock for its strong efforts in fostering and promoting the Doral brand. As the lead Doral Nevada network school serving kindergarten through 12th grade, SPCSA recommends that the school continue cultivating the Doral brand by sustaining high levels of academic excellence, providing diverse opportunities for all students, emphasizing arts integration, and promoting the development of well-rounded students with strong character. These efforts align with the school's vision: "At Doral Academy of Nevada, we envision a dynamic, student-centered community. We foster ownership of goals and achievement by employing rigorous, engaging curriculum and arts-integration strategies that infuse visual, performing, and digital arts. We commit to developing cooperative, creative problem solvers who lead with a growth mindset into the future." This focus also reflects the priorities outlined in the school's strategic plan. Continued emphasis on these areas will help sustain high levels of student engagement, deepen learning experiences, and reinforce Doral Academy Red Rock's role as a leading model within the Doral network and in student-centered, comprehensive education.

Continue efforts to reduce chronic absenteeism in high school

While the high school has made notable progress in reducing absenteeism from 23 percent to 17 percent, SPCSA recommends that Doral Academy Red Rock continue targeted efforts to bring rates more in line with those at the elementary and middle schools, which are under 10 percent. The board and school leaders have demonstrated a proactive approach to identifying and addressing challenges, including implementing attendance-monitoring systems, maintaining consistent communication with families, and providing early interventions for students exhibiting patterns of absences. Ongoing staff collaboration to review attendance data and identify barriers to regular attendance can further refine support and outreach efforts. Sustaining these practices can promote consistent student engagement, maximize instructional time, and reinforce the school's commitment to high-quality learning for all students.

Consider student and family feedback regarding less screen time

The SPCSA staff recommends that Doral Academy Red Rock consider student and family feedback regarding instructional methods and technology use. Students and families expressed a desire for less screen time and more hands-on, experiential learning, such as field trips, like those offered in elementary grades. They noted that these approaches could enhance engagement, deepen understanding, and make learning more enjoyable. Balancing digital and hands-on experiences may help meet student needs while maintaining the high-quality instruction they value.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.
There are no strong recommendations in this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
No deficiencies were identified 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 ¹¹	3
Family Members, Parents, and Guardians	11
Faculty and Staff	15
School Leadership	17
Students	15

¹¹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

The Doral Academy of Nevada Network Governing Board includes members with diverse professional backgrounds in law, finance, education, parent leadership, and communication, representing multiple campuses across the network. Three board members participated in the focus group and emphasized that their 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 11 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 school/campus 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, guardians, and family members shared perspectives on their experiences with the school, highlighting both academic programming and the broader educational environment. Overall, families expressed strong satisfaction with the school and emphasized that the program offers a well-rounded experience that balances rigorous academics with enrichment opportunities in the arts, music, and extracurricular activities.

Group members consistently noted that the school maintains high academic expectations and provides meaningful learning opportunities for students. Families highlighted strong literacy and foundational skill development in the elementary grades, as well as challenging coursework and advanced academic opportunities as students' progress through middle and high school. Parents also appreciated that teachers emphasize critical thinking, writing, and real-world applications of learning, which they believe helps prepare students for future academic success.

Participants also spoke positively about the communication and relationships between teachers and parents. Participants described teachers and staff as approachable, responsive, and committed to student success. Group members noted that educators regularly communicate about student progress and are willing to work collaboratively with families to address concerns or provide additional support when needed. Families reported feeling welcome at school events and appreciated opportunities to engage with the school community through performances, family nights, and other campus activities.

Another theme emphasized by parents was the school's positive culture and strong sense of community. Families described the school as supportive, inclusive, and focused on helping students grow both academically and personally. The school's special education programs were also viewed as a strength. Parents indicated that teachers and administrators demonstrate genuine care for students, work to build strong relationships with families, and foster the growth and development of good human beings. This culture of connectedness and care contributes to a positive learning environment where students feel supported and motivated to succeed.

While parents expressed overall satisfaction with the school, some noted that facility space and program capacity may present challenges as the school continues to grow. Families indicated that additional space for programs such as performing arts, athletics, and science labs could further enhance the student experience and expand opportunities for hands-on learning. Families also mentioned that increased access to these types of learning environments may help reduce reliance on screen-based activities during the school day. The addition of lockers was also mentioned; however, the school currently provides storage for larger items such as musical equipment. Despite these considerations, parents emphasized that the school's strong leadership, dedicated teachers, and commitment to student success remain key strengths.

Overall, families expressed high levels of confidence in the school's ability to support their children's academic and personal development. Members noted that the school provides a strong educational foundation while also emphasizing character development and community engagement. Many participants indicated that they highly value the school's focus on developing well-rounded students, the emphasis on the arts, and its preparation for future academic and career opportunities.

Focus Group Summary: Faculty and Staff

The Faculty Focus Group included teachers and support staff representing multiple grade levels and subject areas across the elementary, middle, and high school programs. Participants described a wide range of instructional responsibilities, including elementary literacy and phonics instruction, social studies, chemistry, music and band, Holocaust studies, and Advanced Placement coursework. Teachers highlighted several notable instructional experiences for students, including literacy integration with music and band performances, with one group of approximately 75 band students preparing to perform at Carnegie Hall in New York City. These examples reflect the school's emphasis on both strong academic programming and enrichment opportunities.

Group members generally reported that the curriculum and pacing guides support instruction and help ensure alignment with grade-level standards. Elementary teachers noted that the 95 Phonics¹² program has been particularly effective in supporting early literacy development and improving foundational reading skills. Participants also indicated that pacing guides provide useful structure while still allowing teams to collaboratively adjust instruction based on student needs. For example, grade-level teams review pacing during professional learning community¹³ (PLC) meetings and make collective adjustments when necessary. Teachers also discussed the ongoing implementation of a new writing curriculum in the primary grades designed to strengthen students' expository writing skills.

Participants reported that formative assessments play an important role in monitoring student progress and guiding instructional adjustments. Teachers described using a combination of curricular assessments, including Wonders¹⁴, Investigations¹⁵, Springboard¹⁶, and teacher-created assessments, to identify student strengths and areas for growth. These assessments are regularly reviewed during PLC meetings, where teachers analyze data, discuss student progress, and plan targeted instructional strategies. Teachers also noted that spiral review and front-loading of key concepts have been emphasized to reinforce learning and support student mastery of standards.

Respondents spoke positively about the school's professional development structures and the range of opportunities available to staff to attend local, regional, and national conferences. Participants described a supportive professional learning culture that includes coaching, book studies, and conference attendance at both regional and national levels. Teachers cited professional learning experiences such as Language Essentials for Teachers of Reading and Spelling¹⁷ (LETRS) training, arts integration through a private company, Focus 5¹⁸, unit planning workshops, and content-area conferences. Staff members who

¹² 95 Percent Group, founded in 2005 and headquartered in Lincolnshire, Illinois, is an education management company providing literacy solutions based on the science of reading.

¹³ A Professional Learning Community (PLC) in education is a collaborative group of educators, teachers, administrators, and staff who meet regularly to share expertise, analyze student data, and work together to improve teaching skills and student outcomes.

¹⁴ Wonders is a comprehensive PreK-6 literacy curriculum designed to foster reading, writing, and critical thinking skills grounded in the Science of Reading.

¹⁵ Investigations is a widely used K-5 mathematics curriculum ("Investigations in Number, Data, and Space") focused on inquiry-based learning, problem-solving, and deep understanding of mathematical concepts.

¹⁶ Springboard is primarily an online learning platform that offers mentor-led bootcamps in tech fields such as data science, UI/UX design, software engineering, and cybersecurity.

¹⁷ LETRS stands for Language Essentials for Teachers of Reading and Spelling. It is a comprehensive, evidence-based professional development program, authored by Dr. Louisa Moats, designed to teach educators the science of reading, including phonics, vocabulary, and language comprehension, to improve literacy instruction.

¹⁸ Focus 5 is a premier national arts education consulting firm founded by Sean Layne, providing professional development to integrate the arts into PreK-12 curricula.

attend conferences often share what they learned with colleagues through short “Pocket PD” sessions. Teachers also noted that instructional coaches provide individualized support, including lesson planning and instructional strategies, which have contributed to improved instructional practices and student outcomes.

Participants reported that PLCs are well structured and play an important role in collaboration and instructional improvement. Teachers meet regularly to review assessment data, discuss student performance, and coordinate instructional strategies. PLCs also allow teachers to discuss common student needs and identify support for students who may be struggling academically or behaviorally. In addition, specialists such as music teachers collaborate with colleagues across campuses, further strengthening alignment and shared instructional practices.

Staff also discussed how the school’s MTSS framework, RTI systems, and restorative practices help address students’ academic and behavioral needs. Participants noted that tier one¹⁹ supports are robust, that strong support for special education students is provided, and that schoolwide expectations provide consistency for students. Restorative practices have contributed to a reduction in behavior referrals, while tier two interventions continue to be refined and enhanced to ensure that struggling students receive appropriate support. Teachers emphasized the importance of documentation and collaboration when addressing student needs.

Faculty described the school’s culture and climate as highly supportive and collaborative. Group members repeatedly noted that the staff environment feels like a family and that strong relationships among colleagues contribute to a positive work environment. Participants expressed a strong sense of collective efficacy, emphasizing a shared belief that all students can learn and succeed. Staff also highlighted strong relationships with students and families, noting that educators regularly attend school events and maintain consistent communication with parents to support student learning.

While the group expressed strong satisfaction with the school’s culture and instructional support, they also identified facility space limitations as a challenge. Participants noted that additional space would allow the school to expand programs and enhance student learning opportunities, particularly in performing arts, science laboratories, and athletic facilities. Staff indicated that additional spaces, such as a gymnasium, theater, and dedicated science labs, would further enhance the student experience. In this current challenge, the group expressed that the current systems proactively and supportively manage shared spaces as best as possible, ensuring that programs continue effectively and that student learning opportunities are maximized through organized scheduling and coordination.

Overall, the group emphasized that the school’s greatest strengths include its strong academic focus, dedicated faculty, inclusive environment, and supportive leadership. Participants expressed pride in working at the school and highlighted the collaborative culture, strong administrative support, and commitment to student success as key factors contributing to positive teaching and learning experiences.

¹⁹ Tier one in education refers to the high-quality, evidence-based, universal core instruction and behavioral supports provided to all students in a school-wide system, such as MTSS (Multi-Tiered System of Supports) or PBIS. It is the foundational, general education level designed to meet the needs of about 80% of students without requiring additional interventions.

Focus Group Summary: School Leadership

The Leadership Focus Group included 17 members representing executive leadership, campus administration, and instructional leadership across the elementary, middle, and high school levels. Leaders presented and described a highly collaborative system focused on maintaining strong academic outcomes while continuously improving instructional practice, staff culture, and student engagement across grade levels. A consistent strength identified by leadership was the network’s robust staff culture and connectedness across the elementary and upper school. Leaders described intentional efforts to recognize and celebrate staff contributions through initiatives such as Teacher of the Year, Rookie of the Year, Distinguished Dragon awards, the Sunshine or Social Committee, and creative staff engagement activities. The network also hosts themed staff development days and recognition events that contribute to strong morale. In addition, a New Teacher Academy supports educators entering the profession or transitioning from other schools, providing targeted professional development and mentoring during their first several years. Leaders noted that executive leaders and building administrators play an active role in cultivating this culture, which contributes to staff collaboration and retention.

Leadership also emphasized the strength and growth of Doral Academy network campuses, as well as the high expectations associated with the Doral brand, supported by alignment among the board, executive leadership, and campus administrators. The network’s elementary and middle school campuses serve as feeder schools, directly supporting and preparing students for enrollment and success at Doral Red Rock High School. The network’s reputation for providing a comprehensive student experience with a diverse selection of clubs, sports, and extracurricular activities continues to grow within the community. Leaders highlighted the upcoming graduation of the first cohort of students who began at a Doral Elementary School and will graduate from Doral Red Rock High School in 2026. This group demonstrates strong academic outcomes, including an average GPA of 3.79, strong American College Test²⁰ (ACT) performance, multiple Advanced Placement successes, college credit accumulation, and the network’s first National Merit Scholar²¹. Leaders noted that the high school has become highly sought after by families, with limited openings and a waiting list exceeding 1,000 students.

Leaders also highlighted strong academic performance and instructional quality across all grade bands. The elementary and high schools maintained five-star ratings, while the middle school improved from four to five stars. Academic highlights include strong academic proficiency rates compared to state averages and strong support for students with special needs. Leaders emphasized the use of data-driven instructional practices, including regular classroom walkthroughs focused on student engagement, the use of learning intentions and success criteria, and ongoing analysis of benchmark and formative assessment data. Professional learning structures, including PLCs, vertical collaboration, conference participation, and “Pocket PD” sessions where teachers share learning with colleagues, were described as key contributors to instructional improvement.

In addition to strong academic programming, leadership highlighted the network’s comprehensive student experience and positive school culture. Students benefit from extensive extracurricular

²⁰ ACT stands for the American College Test, which is a standardized test used for college admissions in the U.S. and Canada.

²¹ A National Merit Scholar is a high school student honored for exceptional performance on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in their junior year.

opportunities, clubs, arts integration, athletics, and career and technical education programs. At the high school level, leaders emphasized strong college and career-readiness initiatives, including dual enrollment opportunities, expanded CTE programs, and a dedicated college and career-readiness website to support the application process. Leaders also described strong graduation outcomes, consistent 100 percent graduation rates, and significant scholarship awards for graduating classes.

Despite these strengths, leaders acknowledged several challenges that require ongoing attention. Facility capacity and space limitations were identified as key concerns as the network continues to grow, with plans underway to consider expanding facilities, including a theater, gymnasium, and band spaces. Leaders also discussed the ongoing challenge of state funding limitations, which affect the network's ability to remain competitive with larger public-school districts in terms of staff compensation. While the network has implemented professional development opportunities and recognition initiatives to support staff retention, leadership noted that maintaining competitive salaries remains a challenge given current funding level. Additionally, despite reducing the high school's chronic absenteeism rates, leaders identified it as an area for continued focus at the high school level.

Overall, leadership conveyed a strong commitment to continuous improvement, emphasizing collaborative leadership structures, data-informed decision-making, and intentional efforts to strengthen connections among students, staff, and families. Leaders described ongoing initiatives to enhance professional learning communities, expand family engagement beyond traditional events, and refine the MTSS framework, counseling supports, and RTI systems to ensure that all students remain academically engaged and socially connected. Leadership has also implemented targeted training in executive functioning through the special education department and developed resources such as the Neurodivergent Diversity Affirming Resources to support inclusive instructional practices, while continuing to prioritize arts integration as a core instructional focus. Additionally, the team demonstrates a growth-oriented mindset by expanding sports and extracurricular opportunities to serve students with diverse interests. Collectively, these efforts reflect the network's broader goal of sustaining high performance while continually refining systems that support student achievement, creativity, and organizational effectiveness.

Focus Group Summary: Students

The Student Focus Group included 15 students representing elementary, middle, and high school grade levels from grades three to twelve. Students described a variety of current learning experiences across subjects, including mathematics, reading, writing, science, history, and career and technical education courses. Several students highlighted arts-integrated learning opportunities, gallery walks, and collaborative projects that help make lessons more engaging. Elementary students noted activities such as studying Native American tribes with specialist teachers and participating in hands-on science experiments. Middle and high school students described more advanced academic tasks, including essay writing, analyzing nonfiction texts, and synthesizing information across multiple sources in dual credit and college and career technical education (CTE) courses. Overall, students reported enjoying interactive, collaborative, and creative or real-world learning activities.

Students also described many aspects of the school environment that motivate them to attend each day. Participants frequently mentioned the importance of friendships, supportive teachers, and the school community's welcoming nature. Students highlighted the wide variety of enrichment opportunities available, including music, theater, student council, clubs, athletics, and academic organizations such as the National Junior Honor Society²² (NJHS) and National Honor Society²³ (NHS). High school students particularly valued opportunities in career and technical education programs, arts programs such as theater and dance, including video production, digital game design, and internships connected to coursework. Students also appreciated school events such as performances, fun runs, and family activities that strengthen the sense of community.

While students expressed strong satisfaction with the school overall, they also identified several factors that can make learning more challenging. Some students noted that increased reliance on computers and digital work can sometimes reduce engagement and expressed a preference for a more balanced, hands-on, interactive learning experience. Others indicated that long assignments and limited time during formal assessments can occasionally make learning more difficult. A few students suggested that additional movement during the school day or more opportunities for outdoor activities could improve the learning experience.

Students reported that they generally have access to academic and emotional support when needed. Many students shared that teachers are approachable and willing to provide help after school or during class. Students also noted that counselors are available when they need someone to talk to or when they feel stressed. Participants described the school as a very supportive environment where students can seek help from teachers, staff, and peers. Students also discussed the school's behavioral expectations, particularly the Three R's: Respect, Relationships, and Responsibility. Students indicated that these expectations are easy to understand and help guide behavior and decision-making. Several students noted that the framework encourages respectful interactions and helps create a focused learning environment.

²² The National Junior Honor Society (NJHS) is a premier organization for middle-level students (typically grades 6–9) that recognizes outstanding academic achievement and fosters leadership, service, character, and citizenship.

²³ The National Honor Society is a premier nationwide organization for high school students, established in 1921 to recognize outstanding academic achievement while developing leaders through service.

When asked about possible improvements, students suggested a few ways to enhance the student experience. These included additional time for lunch or recess, more outdoor activities, fewer computer-based assignments, clearer communication about assignment deadlines, and expanded field-trip opportunities for older students. Despite these suggestions, students consistently emphasized that they feel safe at school and appreciate the strong sense of belonging and diverse options for clubs, sports, and extracurricular activities within the school community.

In conclusion, students described the school as welcoming, engaging, and supportive. Participants highlighted the wide range of academic and extracurricular opportunities available and expressed appreciation for teachers and building leaders who are approachable and invested in student success. Students' responses reflected a strong sense of community and engagement, as well as a desire for continued opportunities for interactive learning and student voice.

Classroom Environment and Instruction

Observation Rubric

A total of 19 elementary, 7 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<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.
	TOTAL: 7	TOTAL: 28	TOTAL: 1	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<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.
	TOTAL: 9	TOTAL: 26	TOTAL: 1	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary, 7 middle, and 10 high 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
Communicating with Students	<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>
	TOTAL: 11	TOTAL: 25	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<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>
	TOTAL: 5	TOTAL: 29	TOTAL: 0	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary, 7 middle, and 10 high 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
Engaging Students in Learning	<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>
	TOTAL: 13	TOTAL: 23	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<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>
	TOTAL: 2	TOTAL: 34	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Students were asked to complete a five-sentence quick write explaining why a character in the text believed it was important to learn two specific skills, writing from the character's point of view. Students demonstrated strong effort and engagement throughout the task, doing the cognitive "heavy lifting" as they applied their understanding of the text, considered character perspective, and supported their ideas in writing. The activity required students to think critically, synthesize information from the reading, and express their reasoning clearly in complete sentences.

In a high school economics classroom, students worked independently to write a response on the iPhone and its economic implications. Students displayed high levels of engagement and commitment to completing the task, while the teacher circulated throughout the room to monitor progress and respond to clarifying questions. The classroom environment was calm, orderly, and conducive to focused learning. Students appeared comfortable working independently and remained on task throughout the activity. The teacher's active monitoring helped ensure that students-maintained progress and received timely support when needed. Overall, the lesson's structure supported sustained student attention and productive academic work.

In a middle school classroom, there was strong engagement, with students actively discussing the content for a set period. The teacher asked students to wave a green flag when they were ready to move on, allowing the class to progress if students completed the discussion before the allotted five-minute timeframe. This approach demonstrates both flexibility and student-centered pacing, ensuring that learning remains interactive and responsive to students' needs.

Students were engaged in a word chain activity using the words defrost, deform, inform, and reform, changing the spelling pattern of each word to create a new word along the way. The teacher provided timely corrective feedback and positive reinforcement as needed, helping students refine their understanding during the activity. Students demonstrated good effort and persistence throughout the lesson as they applied their phonics and word analysis skills to accurately manipulate and build words.

In an Advanced Placement Human Geography class, high school students worked independently to deepen their understanding of urban concepts, including hierarchy, interdependence, relative size, and spacing. Students actively completed a worksheet while referencing their course text, and the teacher circulated throughout the classroom to monitor progress and provide clarification as needed. Students demonstrated strong commitment to the task and remained focused during the activity. Several students were observed citing textual evidence to support their responses, indicating careful attention to accuracy and detail. The structured independent work allowed students to engage meaningfully with the content while reinforcing key geographic concepts.

In a high school classroom, students were working independently on math in the Assessment and Learning in Knowledge Spaces²⁴ (ALEKS) program while one student solved a problem on the board involving finding the derivative of each function. After the student worked through the problem on her

²⁴ ALEKS (Assessment and Learning in Knowledge Spaces) is a web-based, artificial intelligence (AI) assessment and learning system used in education for mathematics, chemistry, statistics, and business.

own, the teacher reviewed it with her and prompted her to check for mistakes along the way. This approach encouraged self-monitoring and mathematical reasoning, while also providing targeted support to strengthen the student's understanding of the process. The lesson structure allowed students to work at their individual levels while the teacher used questioning to reinforce accuracy and deeper conceptual understanding.

Students worked in pairs to identify textual evidence describing the kind of person Elizabeth Cady Stanton, a leading 19th-century American Suffragist, social activist, and abolitionist, was in the recently read text, *Elizabeth Leads the Way*²⁵. Conversations were collaborative, focused, and grounded in the text as students discussed their thinking with one another. Throughout the room, students had access to alternative seating options, such as stability balls and wiggly chairs, which appeared to support comfort, movement, and sustained engagement during the lesson. At the end of the activity, students efficiently shared their evidence with the whole group, reinforcing accountability and giving students an opportunity to hear multiple perspectives supported by the text.

In a middle school classroom, students worked on devices using i-Ready for either math or reading. One table had an adult working one-on-one with a student on math content, and the student was engaged at a high intellectual level. At the teacher's desk, two students worked directly with the teacher, responding to several high-level questions that guided them to a deeper understanding of the content. This structure allowed for differentiated support while maintaining high expectations, fostering both engagement and mastery of the concepts.

In a high school social studies class, the role of women in the 1950's served as the central focus of the lesson. Students worked independently to draft a four- to five-paragraph essay analyzing the topic. Students demonstrated strong engagement and independence as they developed and organized their written responses. The teacher circulated throughout the classroom, meeting with students individually to check on their progress and provide targeted feedback. These one-on-one interactions helped clarify expectations and supported students in strengthening the quality and depth of their essays. The classroom environment reflected a focused atmosphere that supported sustained writing and thoughtful analysis.

In an early grades classroom, students first warmed up before moving on to the learning intentions. The teacher clearly stated the learning intention, and students repeated it back. She then modeled how to play a counting-by-tens card game, thoughtfully incorporating metacognitive prompts such as, "Wait...stop...and think...imagine in your brain what four tens looks like," and "Don't just tell your partner the answer, but explain the answer to them." Students were highly engaged, using hand signals for "I agree" and "I understand," and had ample opportunity to share their thinking with a neighbor. The lesson demonstrated excellent teaching, effectively combining active engagement, peer discussion, and explicit metacognitive strategies to deepen students' understanding.

In a high school algebra class, students engaged in an interactive activity using tally marks to develop an understanding of frequency tables. As part of the activity, students recorded and organized data before participating in structured discussions about their results. During these discussions, students shared their responses and connected their findings to relevant algebraic concepts, including relative frequency. The

²⁵ *Elizabeth Leads the Way* is an acclaimed 2009 children's picture book biography by Tanya Lee Stone and tells the story of Elizabeth Cady Stanton, a trailblazing leader in the women's rights movement who fought against inequality and championed women's suffrage (the right to vote).

lesson was well structured, allowing students to actively participate while reinforcing key mathematical concepts through both data collection and collaborative dialogue. The teacher facilitated the process by guiding the discussion and ensuring students remained focused on the mathematical purpose of the activity.

In an elementary classroom, young students played math games in small groups. The learning intention was posted on the screen. As the voice level rose, the teacher calmly stopped the students, asked them to identify the appropriate level, and then guided them to lower it. The teacher did this in a respectful, calm manner, modeling positive behavior and reinforcing students' responsibility for maintaining a productive learning environment.

In a high school Advanced Placement English Language Arts class, students engaged in a structured peer feedback activity. Students reviewed one another's work and provided constructive comments and suggestions to support revision and improvement. The class demonstrated high levels of engagement as students thoughtfully read their peers' writing and discussed specific areas for refinement. The teacher monitored the process and ensured that feedback remained focused, respectful, and aligned with the assignment expectations. This collaborative activity encouraged critical thinking and strengthened students' analytical and writing skills.

Students in a primary classroom were collaboratively writing an essay paragraph on an anchor chart titled Swimming Is the Best. During the lesson, the teacher underlined one sentence and asked students to consider how they could add more detail, specifically to clarify where the activity was taking place. This prompt helped students think more deeply about how adding descriptive details can strengthen their writing, improve clarity, and give readers a more complete understanding of their ideas. The activity supported students in developing their ability to revise and elaborate on sentences in meaningful ways.

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
<p>Network-wide: A common recommendation across multiple campuses is to work on attracting and enrolling a more diverse student population.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Network-wide: The challenge of teacher turnover or teacher retention was identified in some campuses.</p>	<p>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.</p>	<p>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.</p>

<p>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.</p>	<p>The school’s leadership team summarized the action steps taken to address chronic absenteeism, including a dedicated monitoring and outreach team to ensure clear, consistent communication systems that reinforce the importance of regular school attendance, as well as incentive and recognition celebrations.</p>	<p>The SPCSA acknowledges the school’s efforts to reduce chronic absenteeism across grades K-12 and encourages continued implementation and refinement of these strategies to further decrease the number of chronically absent students.</p>
<p>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.</p>	<p>The leadership team highlighted the measures implemented to strengthen student resilience, including a deliberate focus on social and emotional learning instruction and structured support for students requiring additional assistance. Additionally, the school has implemented positive reinforcement systems, such as Dragon Dollars, to encourage resilience and positive behaviors.</p>	<p>The SPCSA commends and recognizes the school’s prioritization of student resilience and encourages staff to continue these efforts to further enhance students’ capacity to navigate and overcome challenges.</p>
<p>Addressing the challenge of accommodating a growing student population with self-contained individualized education programs²⁶ (IEPs) requires a multifaceted strategy.</p>	<p>In the leadership presentation slides and focus group, the school’s administration outlined measures implemented to support a growing population of students with IEPs who require self-contained classroom settings, including a priority in providing professional development to the school’s special education staff, collaborative parent communication, and data-driven progress monitoring, which includes weekly and bi-weekly tools to allow for instructional adjustments in real-time.</p>	<p>The SPCSA acknowledges and commends the school’s proactive approach to addressing the needs of students with IEPs and encourages the continued alignment of staffing and resources to effectively support special education students and their individualized needs. Members of the family focus group highlighted the school’s effective processes of supporting special education students.</p>
<p>To enhance clarity for parents and families, it is recommended that Doral Red Rock effectively</p>	<p>The leadership team emphasized the importance of clear communication with all</p>	<p>The SPCSA acknowledges and commends the school’s efforts to maintain transparent cross-campus</p>

²⁶ An IEP (Individualized Education Program) is a legally binding, written plan for K-12 students with disabilities, detailing their specific educational needs, goals, services (like therapy, special classes, accommodations), and how progress will be measured, ensuring they receive a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Act (IDEA).

<p>communicate the distinctions between the after-school programs at the Upper School.</p>	<p>stakeholders regarding the distinctions among after-school programs at the secondary schools and highlighted multiple outreach efforts to ensure parents and students are well informed about program details.</p>	<p>communication and encourages the continued implementation of these practices to support effective and sustainable operational systems.</p>
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Operational Compliance Checks

- Fire Extinguisher YES NO
- Nurse’s Station YES NO
- McKinney-Vento Poster YES NO
- Evacuation Plan in Classrooms YES NO
- Food Permit YES NO N/A
- Elevator Permit YES NO 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.