



# **Nevada State Public Charter School Authority**

Site Evaluation Report  
**Honors Academy of Literature**  
Evaluation Date: 10/1/2020  
Report Date: 10/29/2020

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# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/1/2020 at Honors Academy of Literature. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

Honors Academy of Literature is located in Reno, Nevada at 195 N. Arlington Avenue. The school serves 216 students (as of the most recent Validation Day) in Kindergarten – 8th grade. The mission of Honors Academy of Literature is: "To offer a differentiated curriculum that supports education equity through consistent learning and growth; to enliven a love of learning and educational discovery through the exploration of Children's Literature; and to provide all students a foundation for excellence in education upon which to build success in future learning."

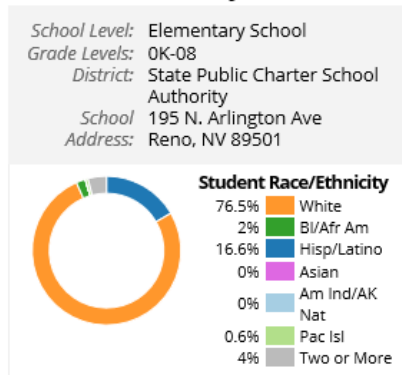
# ACADEMIC PERFORMANCE

## Honors Academy of Literature Math and ELA Results Nevada School Performance Framework 2019

Honors Academy of Literature serves 216 students  
in grades Kindergarten – 8<sup>th</sup> grade

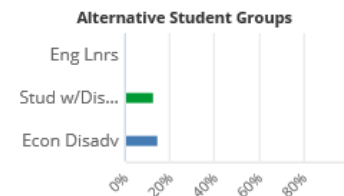
### Elementary School

#### Honors Academy of Literature



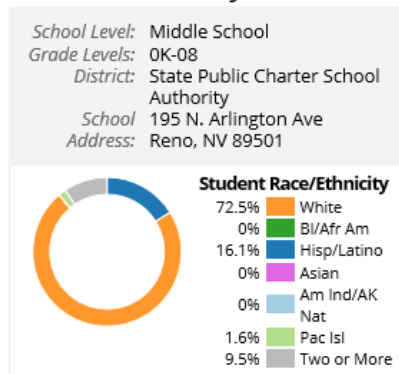
#### School Year 2018-2019 Nevada School Rating

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



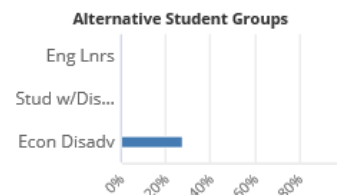
### Middle School

#### Honors Academy of Literature



#### School Year 2018-2019 Nevada School Rating

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



# Honors Academy of Literature Math and ELA Results Nevada School Performance Framework 2019

## Elementary School

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.8	54.5	48.5	65.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	45.3	44.6	39.6	-	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	48.2	62.2	59.3	74.5	61.1	57.2
Special Education	9	27.3	28.6	31.2	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	45.3	39.7	39	50	33.1	35.7

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67	60.1	57	66.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	72.7	51.1	48.2	-	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	68.9	66.7	67.4	72.7	65	65.7
Special Education	27.1	26.6	30	31.2	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	63.6	45.3	46.8	75	40.4	44

## Middle School

### Math Proficient

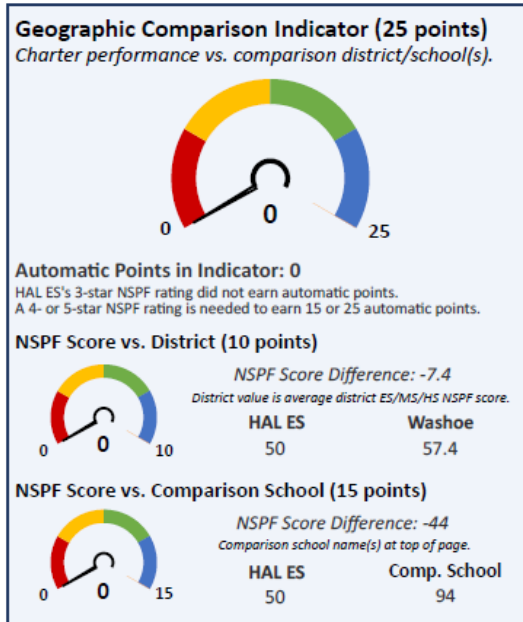
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.1	42.6	36.5	33.3	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	-	31.8	29.3	40	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	56.7	51.2	47.1	34.1	44.4	44.4
Special Education	-	12	18.6	0	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	20	29	29.2	0	21.7	25.5

### ELA Proficient

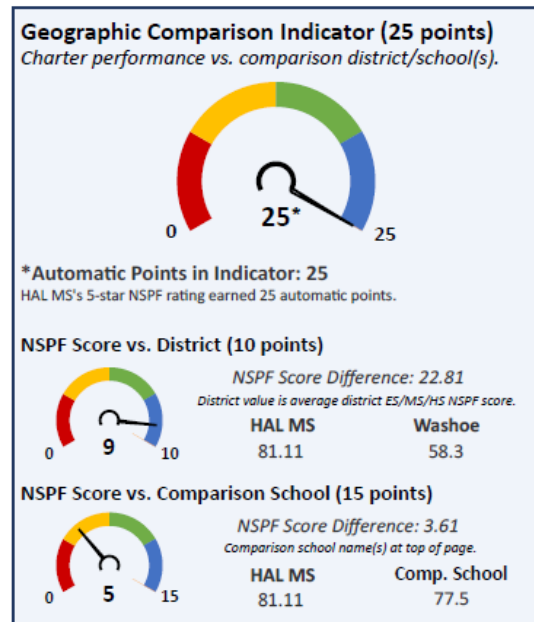
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.9	59.6	54.1	57.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	-	50.2	45.1	60	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	70.2	67.7	66.3	60.9	63.5	64.6
Special Education	-	19.8	21.9	10	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	40	46.3	44.4	42.8	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

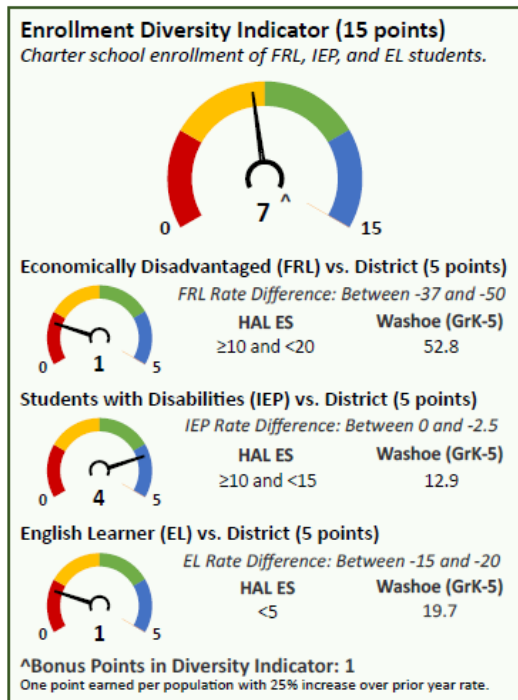


## Middle School

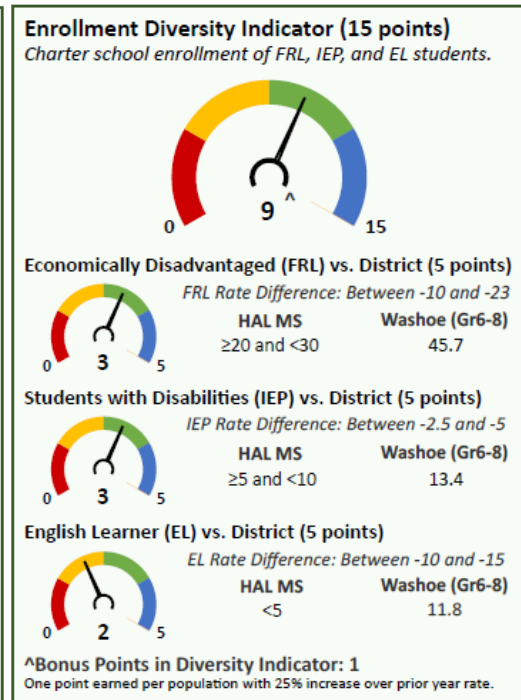


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	3	30 minutes
Parents/Families	5	30 minutes
Students	8	30 minutes
School Leadership	1	30 minutes
Staff	5	30 minutes

### Governing Board:

- Board members of Honors Academy of Literature (HAL) shared that the mission is to offer differentiated curriculum with a focus on literature. One board member added that small classrooms and lower ratios of teachers to students allow for greater opportunities for individualized instruction to take place at Honors. One board member commented, “The curriculum offers a wide range of options and ways to learn and it has been tremendous to see how this leads to student engagement and achievement at the school.”
- New board members are oriented to duties and responsibilities by being provided an agenda to upcoming board meetings ahead of time. This supports board members to be well versed and prepared ahead of the meeting. In addition, new members review school policy, procedures, and open meeting law during their initial first year. The board receives updates related to academic progress at most every board meeting. Board members said that they feel they have a really good sense of how the school is performing based on the updates. School policies are updated as needed. One example of this has taken place as the board had to make quick changes in response to new or revised COVID policies and procedures.
- Evaluations of the HAL Executive Director/Principal are conducted on an annual basis. The Executive Director shares her performance goals with the school board and the board monitors progress and forward movement in relation to the goals. Outside of the physical evaluation, the board considers the leadership style and her ability to interact with students, families, and teachers. The board is impressed by Dr. Morency’s ability to retain high quality teachers and grow their capacity. One board member commented, “It is great to see this type of leadership in our community and in the school.”
- The HAL school board meets regularly, about every few months or as needed. For example, the board shared that they have met more often during the last two months due to the current pandemic and subsequent necessary action needed. Parents are kept informed about school academic performance by having the students share the results of their learning. One way this takes place is in the format of Student Led Conferences. During this time, students share test results and progress of learning with family members. The school’s budget and finance information are shared with the entire board on a monthly basis using yearly, quarterly, and monthly financial information.

<sup>1</sup> 3 members of the 7 member board participated. Quorum was not met, and Open Meeting Law was not violated.

## Parents/Families

- Members of the family focus group shared that communication between HAL and families is excellent. They appreciate the e-mail, phone calls and written forms of communication. Members of the focus group said they don't feel left out of school events nor do they experience confusion over school activities. One parent suggested the school remember to bring the website up to date in a timely fashion so that the information on the website is continuously useful. This parent admitted that this is a minor request and added that the teacher profiles are very helpful to families at the beginning of a new school year when students and parents want some background information about their student's teacher for the upcoming school year.
- Family members expressed their immense levels of appreciation for the teaching staff at HAL. Parents said that the teachers are not only skilled educators, but also sense that these teaching professionals want to make a major difference in the lives of their children. One parent pointed out that she can see a major difference in her child's level of happiness and sense of security with regard to school. She added that teachers at this school support students academically as well as in a social emotional capacity. Another parent strongly agreed and added that it seemed as if the teachers intuitively know when one of their children is having any type of issue, whether it is academic or personal. Parents appreciate the teachers for taking time to notice changes in student behavior and or disposition and their ability to be proactive with addressing possible issues. One parent shared that his children's emotional growth has grown since his children have been attending HAL. Another parent shared that that they moved to Nevada from another state and once her child began attending Honors, her child's demeanor toward going to school completely changed and her son was excited to go to school.
- Parents and family members shared that expectations for behavior are provided at the beginning of the school year. There are guidelines for respecting one another. One parent said, "The way this is laid out is within both the paperwork and the communication. But what is great to see, from a parent perspective is that the teachers have tremendous buy-in from students". Another parent added that there is a message given each morning about kindness. The parent added, "We encourage this at home too. This comes from the administrative level but, with distance learning, the teacher reinforces this each day too. For example, in the first grade curriculum there is a social studies task, but it is actually learning about empathy and positive self-talk. I think this really helps with the kindness. Students really seem to treat each other with respect."
- Parents said that they like the Altitude Learning platform. This system is designed to meet all learners where they are and engage them in meaningful, authentic learning experiences. The system provides a framework to tailor assignments by building courses and cards and setting objectives for each learner based on their personal goals. Parents commented that they are kept up to date with progress within this system. But family members pointed out that what is more exiting is to hear their child talk about learning and its application to real life. One parent shared that she has witnessed her child applying a math concept in a casual at home setting saying, "I know that the learning is deep and meaningful to my child when I see this." HAL hosts data nights, and parents shared that they look at assessments while scholars show case projects by showing what they learned to family members. Parents emphasized that their students want to show parents how their learning is applicable to real-life.

## Students

- Students shared that there are some things they like about distance learning. For example, students agreed that the flexibility is nice because, if you get sick, you can still learn from home. On the other hand, students shared that they don't like when the Zoom platform crashes, and they miss out on parts of instruction. One student said that, "If I don't understand what is going on, I can raise my hand and ask questions. The teacher will help me understand what is going on."
- Students know they are learning when, they are given an assessment and get the results back, the teacher



gives feedback so that the students know what they can do better the next time. Students said that they feel respected in their classes. They see eye-to-eye but if they are not feeling this way, then they discuss it as a group. Overall students said they enjoy these types of discussions because it helps them understand the perspective from another viewpoint.

- Behavior expectations are shared by each teacher for each class. If a student were to make a mistake, the student would be warned and then after this the student would talk with staff and families to help the student act accordingly. Students said that there is usually not a problem with expectations at the school. They added that they like the small school and classroom environment that is offered at HAL.

## Leadership

- The leader at HAL shared that the school has many strengths. These include a dedicated and invested staff, consistency in both staff and students from year to year, strong relationship building with students and families, as well as success at meeting the student and family's educational needs. In addition, the leaders said that the teachers at the school are treated like professionals and there is a distributive leadership philosophy in place. Teachers are the experts and provide professional development and coaching to each other in a variety of areas. The school has a strong foundation for excellence in education with high levels of academic rigor, a constructivist learning theory, Socratic Seminars, and dyadic listening. The school leader shared that although the school is small in numbers it offers robotics at all grade levels, Girls Who Code, computer networking, and a focus on adaptability and creativity.
- The school leader said that the mission statement has been operationally implemented into several aspects of the school. For example, a differentiated curriculum has been created and teacher's have the autonomy to plan instruction themselves in order to meet students' needs. There is multi-grade grouping, frequent progress monitoring, and responsive instruction based on demonstration of progress toward mastery of learning goals. The school leader added that another important element the school focuses upon is educational equity. HAL offers access to developmentally appropriate instruction for all students and maintains high learning expectations for all students. In addition, the school culture is supportive with the understanding that fair doesn't mean equal. To enliven a love of learning, HAL has contemporary content and resources that are chosen because they are relatable to students. The school instructional staff and students look to Project Based Learning with outcomes tied to real-world meaning making. The school staff is intentional in offering an exploration of children's literature by offering a text rich environment, a focus on maintaining contemporary literature in the collection at the school, the use of books in instruction instead of condensed version, as well as author visits.
- As the leader explained, HAL is a small school and there are some challenges that go with this. With one person serving as the administrator and leader, there is a great deal of demand on one person to meet all of the demand the school requires. In addition, the funding to provide the actual facility is challenging. At this time, the school does not have the ability to manage a free and reduced lunch program, and the school leader has come to realize that many "school systems" are designed for larger schools and districts.
- Regarding academic performance trends, HAL has fluctuated a bit from year to year. The school leader shared that one of these fluctuations (between the 2017/18 and 2018/2019 school years) occurred within the school's elementary group and involved the school earning a 5-star on the NSPF and dropping to a 3-star the next school year. The school leader explained that with such a small number of students in each testing grade, the results of one cohort or grade level can have a significant impact on the star rating. Even though this was the case, the school has several measures of student achievement including using MAP, benchmark writing, the qualitative spelling inventory, Fountas and Pinnell Benchmark Reading, as well as a Scholar Showcase Portfolio. This Showcase occurs three times per year, and involves students sharing their learning with their families.

## Staff

- The Honors Academy staff shared that there have been many challenges transitioning from in-person learning to distance learning. One staff member said that the staff has decided to focus on staying connected to students and building relationships first. Another teacher shared that it is difficult to keep up with the needs of each student's individual academic goals during this pandemic, because it is difficult to see this at times. The Altitude Learning platform has been a great support in that it helps teachers and students to stay connected and gives everyone a road map to follow. One teacher explained, "Per Altitude, we can attach standards, including social emotional goals, and create rubrics that accompany those lessons. We can assess formatively or in a summative manner. In addition, the most important advantage to the Altitude system is that we can give feedback to students and both the students, parents, and other teachers have access to this information."
- Members of the staff communicated that they appreciate the leadership style at Honors. The school leader provides one-on-one time with each staff member and provides each person the opportunity to talk about how they are doing. The conversation may be about personal or professional topics. The staff shared that they appreciate the opportunity to work with a leader who empowers them by building their capacity. The staff described the leadership style as "distributed leadership". Note: Distributed leadership is primarily concerned with the practice of leadership rather than specific leadership roles or responsibilities. It equates with shared, collective and extended leadership practice that builds the capacity for change and improvement.
- The staff shared examples of how they use data to drive instruction at Honors. There are many assessments used such as benchmarks, quarterly checks, weekly or topic assessments and daily formative measures such as exit tickets. Using a combination of these items, the staff makes determinations about which scholars are progressing and which may need some small group instruction or one-on-one support.
- The staff monitors student learning by using quarterly assessments to help monitor progress, but daily they use exit tickets and weekly assessments to see if students are progressing or if they need a lesson or concept to be repeated. One instructor said, "This helps track where the students are so that we can differentiate the instruction appropriately. Students with special needs or those struggling students are supported here. The student body and class sizes are small, which allows us the ability to differentiate to meet all student's needs." One member of the group added that all teachers have access to IEP and 504 plans for students. The Special Education teacher meets regularly with regular Education teachers to accommodate and meet the needs of each learner along the way.

# CLASSROOM OBSERVATION TOTALS

A total of five classrooms were observed for approximately 25 minutes on the day of the evaluation.

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

## II. CLASSROOM INSTRUCTION

		Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity		The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
		<b>Total: 4</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
Area 6 A Using Questioning and Discussion Techniques		Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
		<b>Total: 1</b>	<b>Total: 4</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
	B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
			<b>Total:</b>	<b>Total: 5</b>	<b>Total:</b>	<b>Total:</b>

## II. CLASSROOM INSTRUCTION (continued)

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

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

**Evidence of adapted materials/assessments: Area 5**

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 5

**Evidence of questioning and discussion techniques: Area 6**

- Questions are planned ahead of time and tied to learning target(s): 3
- Teacher questions are open ended: 4
- Teacher allows time for students to answer – 3 seconds or more: 4
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 4
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 5

**Evidence of engaging students in learning area: Area 7**

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 4
- The lesson is rigorous and includes cognitively complex tasks: 5
- Students engage in several types of activities during the lesson including: 5
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups: 1
- Student-led classroom:
- Technology is integrated into learning/outcomes: 5
- Project-based learning:

**Evidence of Formative Assessment During Instruction: Area 8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 2
- Students incorporate the feedback by revising their work: 3
- Students receive frequent and meaningful feedback regarding their work: 5
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

**Other:**

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# ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Honors Academy of Literature (HAL) is a small school with just over 200 students. As such, the leader and instructional staff make a point of emphasizing the mission statement through a text rich environment, differentiated curriculum, exploration of children's literature and multi-grade classrooms.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	HAL complies with applicable education requirements such as teaching the NVACS and maintaining high levels of academic achievement.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	HAL offers a full-continuum of Special Education services with a full inclusion mode. Sped and General Ed teachers work together to monitor progress toward IEP goals and objectives. The Speech and OT services are provided by an outside contracted service provider. There are 14% of scholars



			identified as qualifying for Special Education and 25% of teachers at the school are Sped. Certified.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	There are currently 4% of scholars identified as ELL. The school offers sheltered instruction strategies across all classrooms.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The HAL handbook is updated yearly. The school conducts safety checks on a routine basis and makes improvements as the need demands. Virtual learning participation is monitored closely, and on-line aspect is maintained in a confidential manner.
3b	The school holds management accountable.	School Presentation	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	HAL has several culturally responsive practices with an effort to protect the rights of all students. Some examples include name pronunciations, making personal connections, soliciting opinions, celebrating each other, culturally inclusive text representations, diverse literature, and celebrating diverse world changers of color all year long.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	HAL takes proactive safety measures such as securing and locking the campus, using a video entry doorbell, surveillance video throughout the building and in each classroom, student run safety patrol, routine drills for safety, safe voice, and low student to staff ratio.

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- Because Honors Academy of Literature is a small school with small class sizes, students receive a good deal of one-on-one time with their teachers and strong relationships are built. When students struggle with understanding material or need a boost of confidence, the teachers are right there to guide students and give encouragement. A positive bond between the teacher and student promotes a supportive classroom which nurtures learning and growth in students. These benefits were highlighted during the family, teacher, and student focus groups. The outcome at HAL has resulted in teachers and classroom environments that offer students and families a personalized and flexible approach to learning. There is a friendly, home-like environment at HAL.
- In the rapid move to distance and remote learning, and as HAL staff has worked tirelessly to find ways to re-create classrooms, the focus of staff never altered from the importance of teacher to student relationships. This was reiterated during the staff focus group. Because the previous mode of learning at HAL included an emphasis on making sure that learning is relevant to scholars, the transition was less traumatic for students. These same constructivist learning techniques were kept in place. This became apparent during the Family Focus Group, when parents shared their joy at witnessing their student talking about a concept as it relates to real life. During observations of virtual classrooms, the SPCSA team made note of several best practices taking place during instructional time. These include instructors giving scholars meaningful feedback, active learning taking place, and students using critical thinking. It is clear that the distance learning format at HAL is strong.
- The school has a leader who focuses on teaching and learning. This is especially true in terms of building a vision for the school and sharing leadership with teachers. The school leader is adept at gathering and assessing data to determine the needs of students while monitoring instruction and curriculum to best meet the needs of all students. It is important to point out that students, families, and teachers communicated during the focus groups that the school leader provides individual support to each teacher and guides them to examine their own practices. She has developed key instructional leaders within her staff and encourages collaborative investigation to improve teaching and learning. Teachers feel empowered and appreciated. HAL has a highly qualified, talented, and dedicated school leader.
- There is a strong alignment between daily operations at HAL and their stated mission statement. SPCSA staff noticed this in the following ways during the evaluation. First, the curriculum is differentiated with multi-grade classrooms that encourage social learning. Second, education equity is provided by staff maintaining high learning expectations for all students and promotion of a supportive, relationship focused learning community. Finally, the school fosters a love of learning by providing students with a high-interest curriculum that has been designed to meet the needs of the students within the classroom, project based, inquiry model learning and using resources that are purposefully relatable to students.

## CHALLENGES

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

- Due to the nature of the size of the school, the funding to maintain the facility is difficult at times.
- The school is unable to establish and maintain transportation for students.
- There is an inability to manage a free and reduced lunch program.
- There is a great deal of responsibility on the leader who is filling many roles at the school. It is difficult at times to meet all the needs while keeping administrative costs low.
- There is a fluctuation within the NSPF star rating from year to year. Although it has never dropped below a 3-star, the most recent data came very close with an index score of 50.

## RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Continue to work on improving diversity at the campus in both student population and staff. In particular, these three special populations: FRL, Special Education, and Second Language Learners should be considered.
2. The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. We suggest continuing your outstanding efforts to use what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown (*Fisher, Frey & Hattie, 2020*) that the following best practices apply.
  - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
  - Learning accelerates when the student, not the teacher, is taught to be in control of learning.
  - There needs to be a diversity of instructional approaches (not just some direct instruction and then some off-line independent work).
  - Well-designed peer learning impacts understanding.
  - Feedback in a high-trust environment must be integrated into the learning cycle.  
(*Fisher et al.,2020*)

SPCSA staff realize that at HAL, many of the above best practices were noted as strengths including a diversity of instructional approaches, and feedback in a trust environment. This recommendation is provided so that HAL would consider using newly published materials based on Hattie's 2020 research to strengthen the on-line instruction even more than it is now.

3. We suggest looking closely at the math portion of the NSPF and focusing on both overall math proficiency and closing the opportunity gap. Knowing that n-size plays a role, we recommend a strong concentration on the closing gaps category (5 of 20 possible points) to place the school in a strong position for future NSPF reporting.

## DEFICIENCIES

There were no deficiencies identified for Honors Academy of Literature during this evaluation.