



# **Nevada State Public Charter School Authority**

Site Evaluation Report:  
**Honors Academy of Literature**  
Evaluation Date: 9/28/2022  
Initial Draft Report Date: 11/28/2022

State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

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## Appendices

### A: Nevada School Performance Framework

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

### B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

### C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 9/28/2022 at Honors Academy of Literature (HAL). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. HAL is in the fifth year of its current charter term, and therefore qualifies for a comprehensive site evaluation.

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.

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 Organizational Framework.

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

## SCHOOL BACKGROUND

HAL is located in Reno, Nevada in a facility at 195 N. Arlington. The school serves 220 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "To offer a differentiated curriculum that supports education equity through consistent learning and growth; to enliven a love a 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."<sup>1</sup>

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<sup>1</sup> Because the Honors Academy of Literature site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released

# ACADEMIC PERFORMANCE

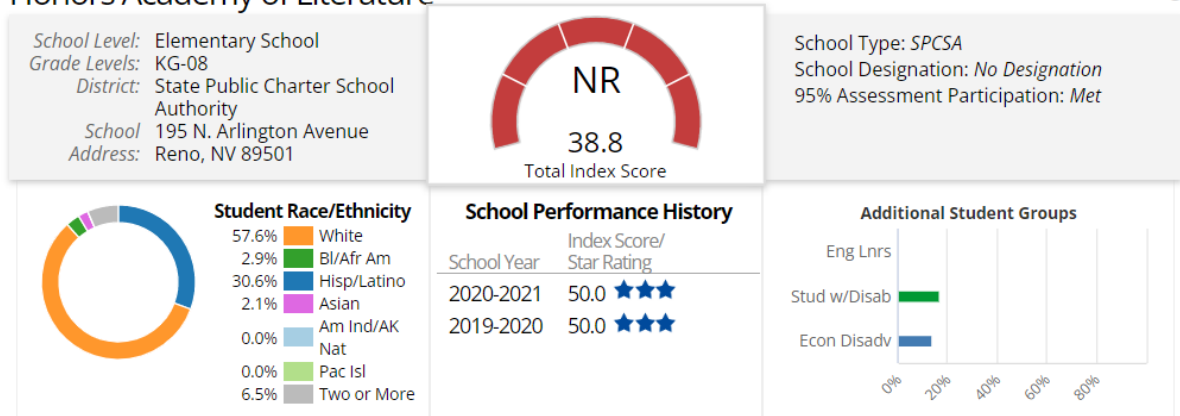
## Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic

### Elementary School

#### Honors Academy of Literature

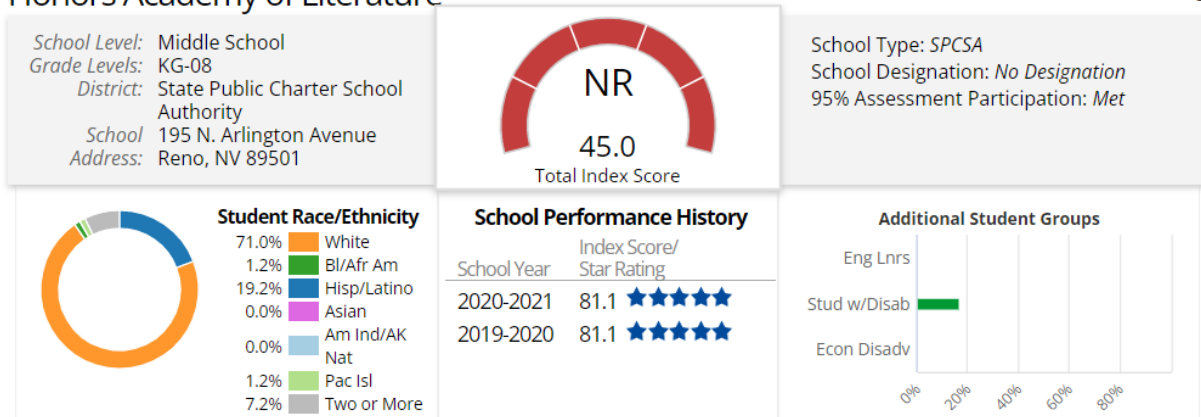
School Year 2021-2022 Nevada School Rating



### Middle School

#### Honors Academy of Literature

School Year 2021-2022 Nevada School Rating



# Math and ELA Results Nevada School Performance Framework 2022

## Proficiency Rates

### Elementary School

#### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	30.9	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	30.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	31.7	60.7	61.3			
Special Education	13.3	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	33.3	35.6	42			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	34.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	53.4	65.5	69			
Special Education	26.6	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	50.0	42.8	49.4			

### Middle School

#### Math Proficient

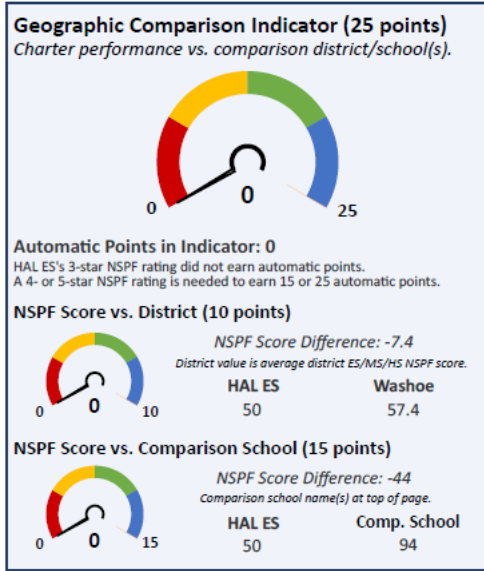
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	23.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	12.5	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	26.3	48.1	49.8			
Special Education	7.1	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	-	23.9	32.7			

#### ELA Proficient

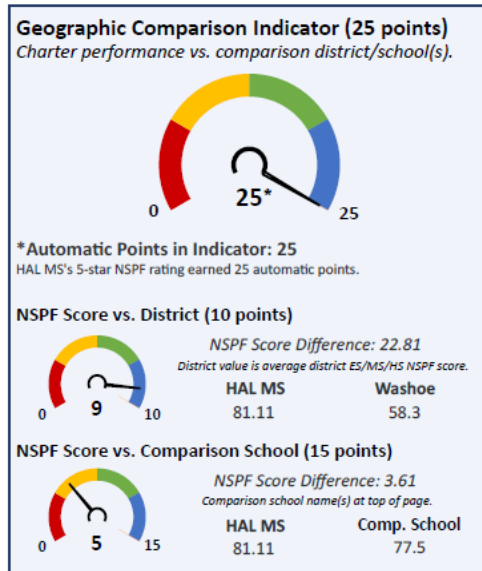
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	36.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	24.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	40.3	67.2	68			
Special Education	7.1	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	-	45.9	47.1			

## SPCSA Academic Performance Framework Geographic Comparison Report<sup>2</sup>

### Elementary School

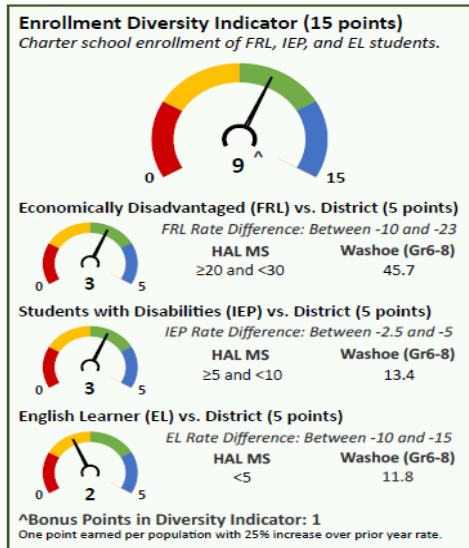


### Middle School

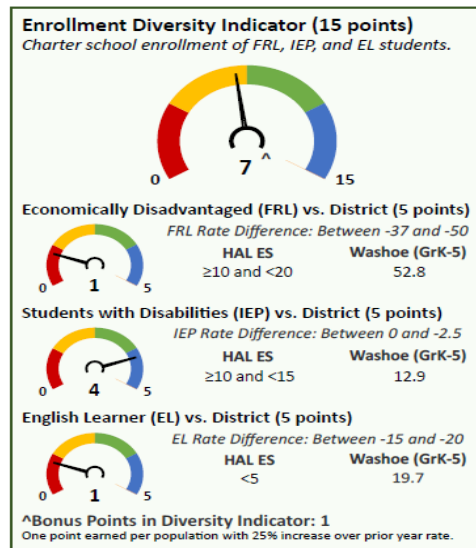


## SPCSA Academic Performance Framework Diversity Comparison Results

### Elementary School



### Middle School



<sup>2</sup> Because Honors Academy site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time the report is released.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	7	30 minutes
Students	7	30 minutes
School Leadership	1	30 minutes
Staff	8	30minutes

### Governing Board<sup>3</sup>:

- The three board members in attendance explained that they have recurring items on their agenda which include the financial report, a teacher update and possible updates to board policy or the school handbook. If a person is interested in serving on the board, board members shared that these individuals submit a resume and the board votes based upon the qualifications of the prospective board member. Board members shared that the board has parental, financial, legal, and educational expertise. Board members stated that new board members are trained both on the job, and through webinars, and formal board training sessions. Focus group members stated that topics of training include the role of a board member and open meeting law. They added that new board members review the school handbook so that they are aware of school- level policies and procedures.
- According to focus group members, the board conducts an annual evaluation of the school leader toward the end of May on an annual basis. They explained that the school leader evaluation is an analysis of how the school is doing overall and includes student achievement data and staff feedback. Board members shared that they are aware of the academic status at Honors Academy of Literature as well as the goals for school improvement. One board member commented, “Our scores tend to be higher in reading than in math. We discussed with Champions, our parent involvement group, the possibility of collaborating and creating additional opportunities for family involvement with math activities.”
- There were several examples of continuity and support from the board to the school leader and the local Reno community. One board member said, “From my standpoint, being involved with Dr. Andi and witnessing the strong culture is impressive. I see how the young kids are absorbing the learning.” Another member of the governing board stated, “I value that Honors Academy did not shut down on the days Reno had high levels of smoke from the California fires. Students came to school and the air circulation was safe, secure, and all in one building. Our students had no interruption to their learning.” A third member of the governing board expressed their appreciation for allowing new students to shadow other students at the school prior to enrollment. This member commented, “This provides students and families a way to get the feel of the school and to make sure the school will be a good fit.”

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

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

- Family members expressed their appreciation for the high-quality educational experience at the school. One family member stated, “Each child is treated as an individual and children receive encouragement to learn. The love is so genuine here, it is phenomenal.” Other family members appreciated the small class sizes, ease at forming positive relationships with other families, and the partnerships between the older and younger students. One parent explained, “The older and younger classes get together at school and write, read, view projects and give feedback to one another.” Some parents within the group used to have concerns for finding a quality school for her children with special needs. One of these family members said, “ My child has severe dyslexia<sup>4</sup> and at this school, the teachers and students watch out for my child.” Another family member explained “When my child has an anxiety attack, someone on staff consistently attends to my child’s needs. I don’t have to leave work to go take care of the situation because school personnel provide such good care. My child doesn’t feel they are different in any way.”
- When it came to communication between families and school staff, the parents were highly complimentary. One family member said, “Communication is very open easy, and accessible, I usually receive an immediate response.” Another family member described herself as a very involved parent and stated, “I feel like I am family with all of the staff. They never seem annoyed or frustrated with me.” Family members said that both the individual teachers and the school leader provide updates with academics, school events, and daily updates. One family member said, “ When we had a challenging situation at HAL, Dr. Andi reached out to the family and staff and collectively figured out a positive solution.”
- Family members spoke freely about possible areas of improvement at the school. One person suggested that families, especially new people, receive in-person training on the many technological platforms. Another family member said, “I would love to see my kid write on a piece of paper. I get concerned with the amount of screen time expected.” Family members unanimously agreed that the levels of caring, encouragement, and sense of community are the greatest assets at the school. Families spoke about a recent instance in which a child was about to perform on stage during a talent show and suddenly lost confidence and at first, failed to perform. But this action was met with strong encouragement from staff, other families, and several students. Finally, the student faced their fear and went on to perform successfully, thereby displaying what can happen with a community of support at a school.

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<sup>4</sup> Dyslexia is a learning disorder that involves difficulty reading at a good pace and without mistakes. They may also have a hard time with reading comprehension, spelling, and writing.



## FOCUS GROUP SUMMARY continued

### Students

- The students at Honors Academy said they appreciate the school community. For example, one student shared, “This school feels like a family. When we are down, we build each other up.”
- Another student commented, “I’m new this year and on my first day of school I sat down in the lunchroom by myself and other students came up and started talking to me. I realized that I didn’t have to worry about making friends or fitting in.” Several students commented, “I like the teachers. They are nice and trying to support us the best they can. Teachers put the students first.” Students appreciate that the electives at the school are unique.
- Students spoke about the levels of the academic challenge at the school and commented that at times the learning is easy and at other times they find it overwhelming and hard to get finished. One student commented, “At first the assignment or learning may be easy but then you are assigned harder work to see if you can be challenged.” Students in general agreed that the school encourages students to move at their own pace and expressed that teachers understood that if something is too hard a student might shut down. One student commented, “My parents picked this school because the schoolwork was paced to where I am, not where the whole class may be.”
- Students had some suggestions for changes at the school. A few middle school students would like to have lockers, and a lunchroom with “a better vibe”. Another student remarked, “There are too many programs which take place on the computer, such as SuccessMaker<sup>5</sup>. I would like less time in front of a computer screen.” Elementary students suggested adding playground equipment. Other students explained that the internet can be problematic from time to time. One student said that the uniform policy has caused him to miss class because he is required to stand near the office and wait for a school logo to be ironed onto the sweatshirt he was wearing that day.

### Leadership:

- The school leader shared information regarding the previous site evaluation recommendation to improve teacher questioning methods. “We contracted with West Ed<sup>6</sup> and received targeted professional development to strengthen our implementation of teacher questioning using the Depths of Knowledge Framework and Habits of Discussion. Classroom observation and walkthroughs capture teachers’ implementation and skill development.” A detailed outline of the different types of curriculum, which are aligned to the Nevada State Content Standards was provided to SPCSA staff. The school leader explained, “The choice of curriculum is based on the expertise of each classroom teacher and their analysis of what will work in a given situation.” The leader stated that the school has project-based multidisciplinary learning and multi-age- students are grouped together on a developmental marker. In most cases students’ group at about grade level.
- The school’s alignment to the HAL vision and mission was discussed. The school leader explained the unique nature of the school and pointed out several literacy-based features.

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<sup>5</sup> SuccessMaker is an on-line adaptive learning program that delivers personalized learning in the areas of reading and math.

<sup>6</sup> WestEd is a non-profit organization that works with educational communities to promote excellence.

## FOCUS GROUP SUMMARY continued

- These include a library which boasts three times the number of titles per pupil than a traditional public school, a library within each classroom, and a focus on rich environmental print<sup>7</sup> throughout the school building. The school leader explained, “The literacy demands of all content areas are directly taught using authentic text from that discipline. Diverse authors and books are promoted across grade levels.”
- A breakdown and analysis of special populations enrolled were shared and the school leader provided a pie chart displaying enrollment by race. The chart indicated the following: 4-Asian, 3-Black, 13-Multi-race, 61-Hispanic and 129-white scholars. The school leader reported that 18% of scholars have identified as students with special needs. Twenty-five percent of teachers are certified in Special Education. The leader said that the school exits about two students per year from Special Education services. There were four percent of the students identified as English Learners with 30% of the teaching staff certified with a TESOL endorsement according to school leadership. Sheltered instruction strategies take place across all classrooms according to the information and discussion at the school. The school leader reported that the student diversity has improved with increased numbers of students from the Hispanic population. The school continues to have high numbers of students with special needs (18%) and has added one full-time Special Education teacher and one Special Education instructional aide to the staff as a result.

### Staff:

- Staff explained that the school community is unique in that staff greatly values relationships which require trust and the capacity for failure and vulnerability. Staff explained that the staff have secure relationships and understand that failure can happen when risk takes place. One member of the staff said, “With families we start building relationships and say, tell us about your family.” Another teacher commented, “I helped open Honors Academy and the smallness allows every teacher to know each student. We honor all of the different teaching styles and enjoy sharing ideas.” The staff said they feel supported in taking risks and in turn encourage their students to do this. Staff stated that teachers meet the needs of learners by teaching to the whole student. For example, one teacher commented, “I can tell when a student is frustrated; I pick up on those clues such as a confused facial expression and respond in the moment.” Teaching staff said they have a good understanding of student achievement levels and form small groups to work on skill-based needs.
- Staff shared they have noticed several changes taking place to improve the overall student achievement levels at Honors. These include improved attendance rates, increased levels of family engagement, and using a self-paced program, IXL Math and English<sup>8</sup>, to help students and families fill learning gaps at home. Teachers said that the school staff is looking into more resources. Staff shared that one idea is to revitalize and revamp a set of videos parents can use to support students with added educational assistance from home.

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<sup>7</sup> Environmental Print is the print of everyday life such as signs, labels, and logos.

<sup>8</sup> IXL Math and English is a subscription based learning site for K-12 which provides personalized learning and real-time analytics to meet the needs of each learner.

## FOCUS GROUP SUMMARY continued

- Teachers expressed several ways they check for student understanding and respond. One teacher explained, “When I work with a small group, I literally ask the student to demonstrate the learning to me. I can access the level of student understanding from this.” Another teacher said that the school teaching staff encourages students to ask if they are unclear and have worked hard to build an environment with transparency and celebrating growth rather than right or wrong. Other examples of checking for understanding shared by staff in the focus group included listening to students talk, encouraging students to help each other, asking students to show how to do something, making space to ask questions, using white boards, and individual check-in with students.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 17 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 12</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 2</b>

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 14</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 11</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>

Additional information about the classroom observations shared here when applicable

1. In one elementary classroom, students worked in small groups to complete activities.
2. In one middle school classroom, the teacher walked around to facilitate activities and provided support as needed..
3. In a middle school math class, students worked in groups of two or three and solved math problems on the computer. There were high levels of academic language and students explained the math to one another.
4. In one elementary school classroom, the teacher attempted to transition students to the next subject. The pacing and structure of the lesson were inconsistent.
5. In one elementary classroom, the teacher facilitated discussion on math equations. The teacher called on students to explain their thinking as she wrote it on the board for them.
6. In an early elementary classroom, students participated in yoga. They used yoga matts, and practiced breathing, listening to their heartbeat.
7. In one elementary classroom, students returned from recess and sang an alphabet song.
8. In this classroom, students read books as the teacher walked around and checked in with each student.
9. In one classroom, the teacher went over the expectations. All students successfully followed the expectations as they completed the task.
10. In one middle school classroom, students watched a video. The teacher led discussions on various concepts of the video.
11. In one middle school classroom, students worked independently on their laptops to complete tasks on IXL.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>During classroom observations, SPCSA staff noted that there was a clear focus on literature which indicates that the school is true to its approved programming. Curricular materials were reviewed and determined to be aligned to the Nevada Academic Content Standards. The SPCSA evaluation team observed classrooms with small groups, discussion, and individual learning on IXL. Students with special needs and EL learners were assisted with interventions and small group instruction.</p>
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>According to focus group responses, the governing board has complied with training, regular board meetings, and evaluation of the school leader. SPCSA staff is not aware of any governance concerns.</p>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>The student and faculty records are stored under lock and key in a secured location.</p>
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common</p>



	<ul style="list-style-type: none"><li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li></ul>	areas and an active food permit. The team observed one cot, a refrigerator, and a receptacle for sharp objects in the school clinic area.
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## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Summary of recommendations from most recent site evaluation.</p>	<ol style="list-style-type: none"> <li>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.</li>   <li>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. In both settings,(distance learning and in person) research has shown (<i>Fisher, Frey &amp; Hattie, 2020</i>) that the following best practices apply. <ul style="list-style-type: none"> <li>• Fostering student self-regulation is crucial for moving learning to deep and transfer levels.</li> <li>• 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).</li> <li>• Feedback in a high-trust environment must be integrated into the learning cycle. (<i>Fisher et al.,2020</i>)</li> </ul> </li>   <li>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.</li> </ol>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>The school leader shared information regarding the previous site evaluation recommendation. She reported that the school contracted with West Ed and received targeted professional development to strengthen the implementation of teacher questioning,. Depth of Knowledge Framework, and Habits of Discussion. Classroom observation and information from school leader walkthroughs captured teachers' implementation of discussion and Depth of Knowledge questions.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>SPCSA staff have noted that enrollment numbers show that the number of English Language Learners attending the school continues to be well below the average as compared to nearby schools. It is suggested in the recommendation portion of this report that the school continue to work towards increasing the number of English language learners at HAL.</p>

	<p>*It is important to note that the school exits students from being classified as an ELL and this success leads to lower numbers of students having the classification as a second language learner.</p> <p>SPCSA staff note that the school has continued efforts with the following best practices: fostering student self-regulation, the student is taught to be in control of learning, and feedback in a high-trust environment.</p> <p>SPCSA staff notes that using 2022 data, the trend within the math portion of the NSPF proficiency rates at HAL continues to be lower than those within ELA in both the elementary and middle school level. This was reaffirmed by one board member who stated, “Our scores tend to be higher in reading than in math. We discussed with Champions, our parent involvement group, the possibility of collaborating and creating additional opportunities for family involvement with math activities.” This continues to be an area of possible improvement at HAL, and SPCSA staff urges the school to monitor this closely.</p>
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# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- One of the strengths at Honors Academy of Literature is strong relationships between stakeholders. This includes members of the governing board, families, students, teachers, and the school leader. Several members of the staff have been teaching at Honors since the school opened in August of 2012. Teachers reported they felt appreciated by members of the school community. Most of the families at Honors have been involved with the school for several years. Students communicated that, “The teachers put students first.” Other students shared information about their relationships to one another. Students commented that they provide support to one another, especially if another student appears to be having a bad day. A student who began attending Honors at the beginning of this school year shared her appreciation for the open-minded friendly welcome she received on her first day of school. She said that she was feeling anxious, especially about lunchtime and where to sit. She began by sitting alone and then several other students walked up and began talking with her. She said her relief and feeling of belonging began on her first day at Honors Academy. Members of the governing board spoke about collaborating with the Parent Teacher Organization to create some additional math-related family events. Family members expressed their deep appreciation for the open-door policy of the school leader and commented on strong levels of trust between school staff and their children with special needs.
- The low student- to- teacher ratio at the school is a second strength identified by SPCSA staff. The ratios have empowered educators to provide steady, high-quality feedback to students. During classroom observations, as noted on page 15 of this report, students were called upon to “explain their thinking” and used academic language<sup>9</sup> while explaining concepts to their peers. During the staff focus group, as noted on page 10 of this report, teachers expressed several ways they check for student understanding. One teacher explained, “When I work with a small group, I literally ask the student to demonstrate the learning to me. I can access the level of student understanding from this.” Another teacher said that the school teaching staff encourages students to ask if they are unclear and have worked hard to notice each individual student. Staff shared that they have worked to build an environment of transparency and make a point of celebrating each student’s growth. Other examples of providing feedback included checking for understanding included, listening to students talk. and taking notes, encouraging students to help each other, making space to ask questions, and using whiteboards. This level of individual instruction and student feedback is a strength at Honors Academy of Literature.
- A third strength of Honors is the high-quality special education program. Honors Academy has added to the number of staff dedicated to special education this year by two. In addition, twenty-five percent of the current regular education teachers are certified in Special Education according to information obtained through the focus group portion of the evaluation. During the family focus group, parents shared stories of trust between themselves and the staff at Honors. This involved the family trusting the staff to treat their child with special needs in a caring

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<sup>9</sup> Academic Language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs. It is the language used in classroom lessons, books, tests, and assignments.

and respectful way. Special Education student progress data, IEP goals/objectives, lesson plans with accommodations, and academic progress is shared in a safe and streamlined fashion. The information is shared with staff working with students with special needs to elevate levels of collaboration and focus on each student.

- A fourth strength identified by SPCSA staff at Honors Academy is the strong and consistent level of school leadership. The school leader has been highly successful and has created a school environment where students feel safe, supported, engaged, and accepted. There were several instances within classrooms and during focus groups where students and families experienced acceptance and encouragement to overcome individual challenges. One example is found on page eight of this report. Families spoke about a recent instance in which a child was about to perform on stage during a talent show and suddenly lost confidence and at first, failed to perform. Yet with encouragement from staff, other families, and students, the child overcame their fear and performed successfully. Another example is the leader's ability to guide the school toward a positive learning culture and maintain both high academic expectations paired with strong support for students. The student and teacher focus group summaries on page eight, exemplify several ways that students know their teachers will help them succeed. A consistent expectation for student behavior as well as the well-established staff response to misbehavior was evident at the school. Restorative justice practices have been implemented. The school leader consistently gathers feedback on how the school community is experiencing school life.

## 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.

- The most current Nevada School Performance Framework as provided by the Nevada Department of Education and displayed on pages 4 - 6 of this report reflect a drop in the school's overall index scores. It is important to note that a comparison between 2018-2019 index scores and 21-22 index scores is a comparison over four years. This time frame includes years in which were impacted by the COVID 19 pandemic. The comparison between NSPF index scores is included here. The elementary level 2021 -2022 NSPF index score is 38.89 as compared to the 2018-2019 NSPF index score. This is a decrease of 11.11. The Middle School level 2021-2022 NSPF index score is 45 as compared to 2018-2019 NSPF index score of 81.11. This is a decrease of 36.11.
- Enrollment numbers show that the number of English Language Learners enrolled at the school is well below the average as compared to nearby schools.

## RECOMMENDATIONS

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

- Continue to monitor school wide data and to sustain changes which will help improve Honors Academy of Literature index scores in both the elementary and middle school levels. This may include continuing to provide students and families with the IXL platform as this can provide an online method for students and families to practice academic skills at home.
- Continue to prioritize closing the demographic gaps in key student subgroups including FRL and ELL students. HAL is currently not serving a representative student population in these demographics when compared to the local district. The SPCSA work is committed to equitable access to diverse, innovative, and high-quality public schools for every Nevada student. Within the 2019-2024 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools.
- Continue to improve attendance rates from the most recent indicator of 13.7% chronic absenteeism rate. It is important to note that the COVID restrictions with in-person attendance during the previous school year were challenging and families and staff continue to work together to improve attendance.
- Consider placing an emphasis on family engagement within the area of math. Some of the members of the governing board spoke about partnering with the Parent Teacher Organization, “Champions”, to create these opportunities. It is important to note however that math levels were not low prior to the COVID pandemic. Another option to increase family engagement at the school was shared by school staff. Members of the group suggested that HAL could consider providing additional educational resources by revitalizing and revamping an existing set of educational home videos. It was suggested that these videos be brought up to date and distributed to families to help parents support their students in an additional way at home.
- Consider additional ways to engage new families to the HAL community. Some new families can be overwhelmed with procedures and the various technological platforms used at HAL. It was suggested, during the parent focus group, that new family members may benefit from a partnership relationship with experienced parents.

## STRONG RECOMMENDATIONS

There were no strong recommendations identified for Honors Academy of Literature during this site evaluation.

## DEFICIENCIES

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