

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2023 Renewal Report for
Honors Academy of Literature
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 30, 2023

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Appendix A: Nevada School Performance Framework Reports and

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1. **School Overview**

- a. Address:
 - i. 195 N Arlington Ave, Reno, NV 89501

- b. Campus Location and Enrollment Cap:
 - i. Washoe County
 - ii. 2022-2023 Enrollment Cap: 225

- c. Governing Board Members¹
 - i. President – Roger Helwig
 - ii. Vice President – Scott Burnett
 - iii. Treasurer – Rebecca Dorangricchia
 - iv. Member – Yolanda Wicks
 - v. Member – Julie Harpole
 - vi. Member – Mark Midcalf
 - vii. Member – Terri Strickland

¹ Board Member information based on Epicenter Board Center

d. Academic Data Overview - NRS 388A.285(1)(a)²

Nevada School Performance Framework (NSPF)

The following data were compiled from the ratings generated by the Nevada Department of Education (NDE) under the Nevada State Performance Framework (NSPF) during the current charter term.

School Year	NSPF Rating³
2018 – 2019	Honors Academy of Literature - Elementary School: 3 stars - Middle School: 5 stars
2019 – 2020	Honors Academy of Literature - Elementary School: 3 stars - Middle School: 5 stars
2020 – 2021	Honors Academy of Literature - Elementary School: 3 stars - Middle School: 5 stars
2021 – 2022 Index Score ⁴	Honors Academy of Literature - Elementary School: 38.8 - Middle School: 45.0

SPCSA Academic Performance Framework Rating

Campus	2021-22 SPCSA Academic Framework Score	2021-22 SPCSA Academic Framework Rating
Elementary	30.2	DOES NOT MEET STANDARD
Middle	39.0	DOES NOT MEET STANDARD

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

³ Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

⁴ The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings (shown as N/A). 2021-22 NSPF details and rules can be found at: <http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevada%20School%20Performance%20Framework%20Manual%202021-22%20School%20Year.pdf>

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found in Appendix A.

4-Year Graduation Rate (if applicable)

Class of	Percent Students Graduating in 4 Years
2018 – 2019	N/A
2019 – 2020	N/A
2020 – 2021	N/A
2021 – 2022	N/A

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2018 – 2019	Meets the Standard
2019 – 2020	Meets the Standard
2020 – 2021	Meets the Standard
2021 – 2022	Meets the Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard
2021 – 2022	Meets Standard

g. Enrollment History

The following grade count and student group enrollment rate data are from the NDE October 1 validation day for the last five school years, or the years within the current charter contract.

To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0
K	26	23	22	23	23
1	22	23	22	17	19
2	23	25	28	23	22
3	27	21	28	23	22
4	29	27	18	32	26
5	22	29	26	19	26
6	23	26	37	24	23
7	23	22	23	37	26
8	16	20	24	22	28
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	211	216	228	220	215

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	211	0	1.4	75.3	16.5	0	5.6	0.9	18.4	11.8	*
2019-20	216	1.3	1.3	71.2	19.9	0	4.6	1.3	16.2	12.9	*
2020-21	228	0.8	1.3	67.1	25.4	0	3.9	1.3	11.8	14	*
2021-22	220	1.3	2.2	62.7	26.3	0	6.8	0.4	12.7	16.8	*
2022-23	215	0.9	1.3	61.3	29.3	0.4	6.5	0	8.8	15.8	*

A - Asian
 B - Black
 C - Caucasian
 H - Hispanic
 I - American Indian/Alaskan Native
 M - Two or more races
 P - Pacific Islander
 FRL - A student who qualifies for Free or Reduced-Price Lunch
 IEP - Individualized Education Plan - A student with a disability/special education student
 ELL - English Language Learner

2022-23 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	80.6	12.8	13.5
SPCSA	46.4	9.8	9.2
Washoe County	54.3	14.1	14.1

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Honors Academy of Literature

- h. Academic
The Authority Board issued an Academic Notice of Concern to Honors Academy of Literature on November 3, 2023. This is attached as Appendix H.
- i. Financial
The Authority Board has not issued any Financial Notices to Honors Academy of Literature
- j. Organizational
The Authority Board has not issued any Organizational Notices to Honors Academy of Literature
- k. Site Evaluations
SPCSA staff has not identified deficiencies during a site evaluation at Honors Academy of Literature

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. Summary of Overall Performance

Honors Academy of Literature currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, the elementary school was rated as a 3- star program while the middle school was rated as a 5-star program.

As noted in the NSPF guidance document, a 3-star elementary school program identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. Additionally, and as noted in the NSPF guidance document, a 5-star middle school program recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. Additionally, the Nevada Department of Education calculated index scores for the 2021-2022 school year but did not release star ratings. Honors Academy of Literature’s elementary school received an index score of 38.8 and the middle school received an index score of 45.0. These scores would identify a school as having partially met the standard. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. A copy of the NSPF reports for Honors Academy of Literature are included as Appendix A within this report. A copy of the SPCSA Academic Performance Framework reports are included as Appendix B.

With regards to the financial performance and viability of the school, staff finds that Honors Academy of Literature has exhibited adequate financial performance over the current charter term. Honors was found to have ‘Met the Standard’ for the 2018 – 2019, 2019 – 2020, 2020 – 2021, and 2021 – 2022 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix F.

The organizational health and performance of the school has been strong over the current charter term. Honors Academy of Literature was found to have ‘Met the Standard’ for the 2018 – 2019, 2019 – 2020, 2020 – 2021, and 2021 – 2022 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix G within this report.

Finally, SPCSA staff has conducted three site evaluations of Honors Academy of Literature during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including 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. Additionally, Honors Academy has consistently implemented a strong Special Education Program. During the most-recent site

evaluation, conducted on September 28, 2022, the site evaluation team noted that Honors Academy had recently added two staff dedicated to special education. 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 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. See Appendices C, D, and E for more details on the Honors Academy of Literature site evaluations.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2023⁵. This template will be provided to schools no later than July 31, 2023.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision, but the SPCSA will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁵ NRS 388A.285(3)

5. Criteria to be Used for Making a Renewal Decision – NRS 388A285(1)(d)

Renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

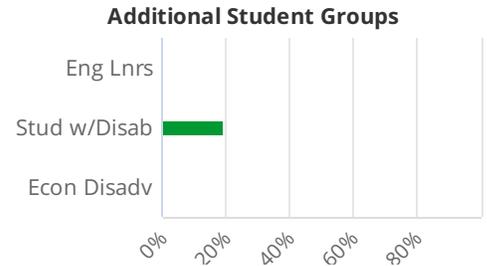
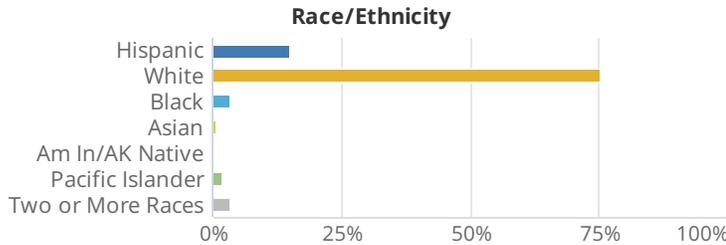
Appendix A

School Year 2017-2018 Nevada School Rating for Honors Academy of Literature



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website:

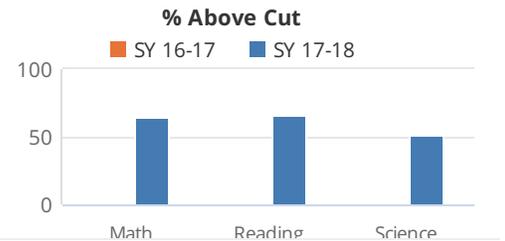
Total Index Score: 96.3
 School Designation:
 195 N. Arlington Ave
 Reno, NV 89501
 Phone: 775-737-4084



Academic Achievement



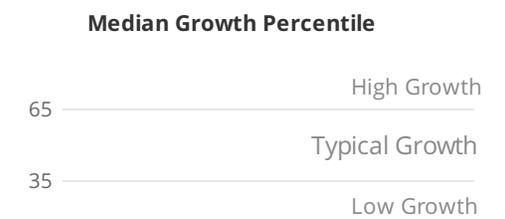
	% Above Cut	% District
Math CRT	65.2	52.8
ELA CRT	66.6	58.6
Science CRT	52.2	35.4
<i>Pooled Average</i>	63.9	52.9
Read by Grade 3	59.2	56.2



Student Growth



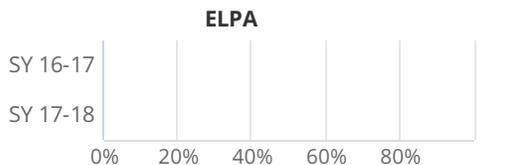
	% SY 17-18
Math CRT MGP	56.0
ELA CRT MGP	63.0
Math CRT AGP	60.9
ELA CRT AGP	73.1



English Language



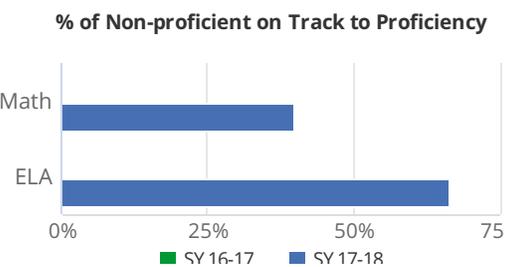
	% of EL Meeting AGP	% District
ELPA	-	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~40%	40.0
ELA CRT	~66%	66.6

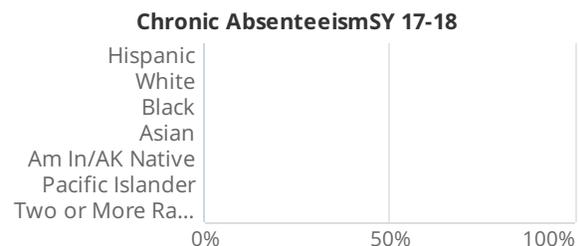


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	<5	10.1
	% Participation	Met Target
Climate Survey	>95	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.9	30.9	-	58.3	39.5	-	9.0	N/A
Asian	-	75.2	67.2	-	76.3	74.1	-	49.2	N/A
Black/African American	-	30.6	28.8	-	40.5	39.6	-	14.6	N/A
Hispanic/Latino	-	40.2	36.5	-	48.0	45.5	-	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32.0	N/A
Two or More Races	-	59.0	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	74.5	61.1	57.2	72.7	65.0	65.7	64.7	43.9	N/A
Special Education	31.2	29.2	24.8	31.2	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5	-	-	22.8	-	-	<5	N/A
Economically Disadvantaged	50.0	33.1	35.7	75.0	40.4	44	-	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	-	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	68.1	62.6
Special Education	-	29.4
English Learners Current + Former	-	33.0
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	56.0	68.0	65.6	78.1
Special Education	47.0	46.0	27.2	36.3
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	50.0	58.5	40.0	90.0

Closing Opportunity Gaps

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	30.0	73.3
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	<5
Black/African American	-	14.5
Hispanic/Latino	<5	11.5
Pacific Islander	-	12.6
Two or More Races	-	9.0
White/Caucasian	<5	9.0
Special Education	<5	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	-	15.9

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

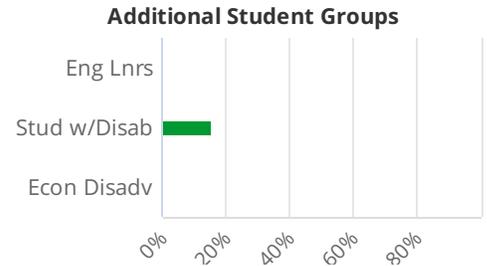
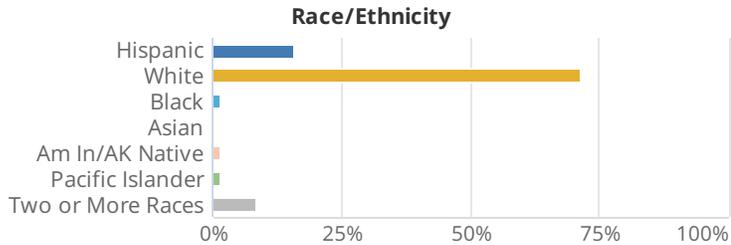
At or above 84
At or above 67, below 84
At or above 50, below 67
At or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Honors Academy of Literature



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website:

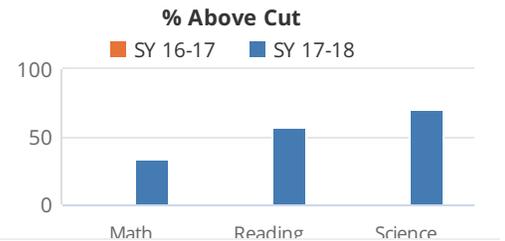
Total Index Score: 85.2
 School Designation:
 195 N. Arlington Ave
 Reno, NV 89501
 Phone: 775-737-4084



Academic Achievement



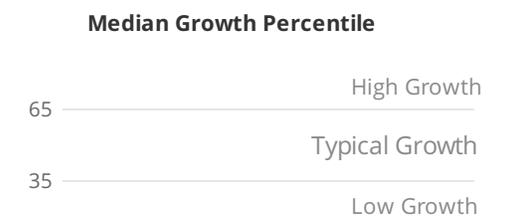
	% Above Cut	% District
% Math CRT	33.3	36.8
% ELA CRT	57.3	56.1
% Science CRT	70.8	45.3
% Pooled Average	49.6	46.3



Student Growth



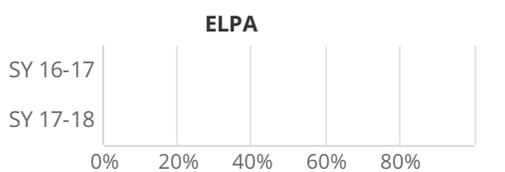
	% SY 17-18
Math CRT MGP	56.0
ELA CRT MGP	59.5
Math CRT AGP	35.0
ELA CRT AGP	62.0



English Language



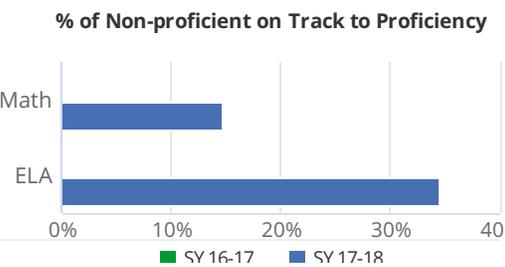
	% of EL Meeting AGP	% District
ELPA	-	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	14.7
ELA CRT	~15%	34.6

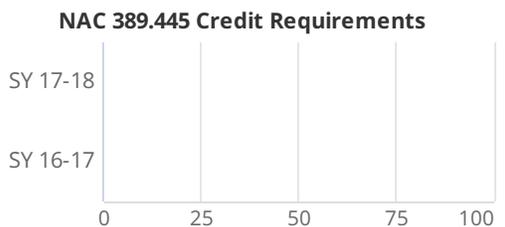


Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	<5	11.1
Academic Learning Plans	>95	>95
NAC 389.445 Credit Requirements	>95	91.5
	% Participation	Met Target
Climate Survey	>95	YES



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	-	25.0	N/A
Hispanic/Latino	40.0	26.1	25.5	60.0	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61.0	59.2	-	51.6	N/A
White/Caucasian	34.1	44.4	44.4	60.9	63.5	64.6	86.6	54.0	N/A
Special Education	<5	11.5	14.3	10.0	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5	-	-	15.8	-	-	9.3	N/A
Economically Disadvantaged	<5	21.7	25.5	42.8	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	56.0	59.0	32.5	65.0
Special Education	62.5	81.0	10.0	10.0
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	60.5	59.0	8.3	46.1

Closing Opportunity Gaps

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	19.2	44.4
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	>95	-	85.0
Asian	-	<5	-	>95	-	>95
Black/African American	-	12.9	-	>95	-	85.4
Hispanic/Latino	<5	11.7	-	>95	-	89.4
Pacific Islander	-	11.9	-	>95	-	91.0
Two or More Races	-	12.0	-	>95	-	91.7
White/Caucasian	<5	10.9	>95	>95	>95	93.4
Special Education	<5	15.3	>95	>95	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	>95	>95	>95	85.6
Economically Disadvantaged	5.5	14.3	>95	>95	>95	85.6

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



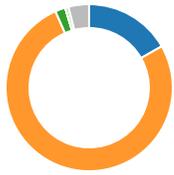
Index Score

At or above 80
 At or above 70, below 80
 At or above 50, below 70
 At or above 29, below 50
 below 29

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Ave
 Reno, NV 89501



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



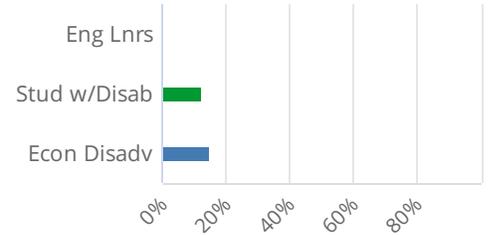
Student Race/Ethnicity

76.5%	White
2.0%	BI/Afr Am
16.7%	Hisp/Latino
0.0%	Asian
0.0%	Am Ind/AK Nat
0.6%	Pac Isl
4.0%	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	96.3 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



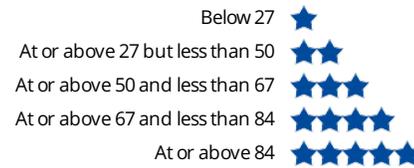
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	53.2	54.0
Math Proficiency	47.9	54.5
ELA Proficiency	67.1	60.1
Science Proficiency	28.0	34.8
Read-by-Grade-3 Proficiency	58.3	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	25.0	55.0
ELA MGP	49.0	52.0
	School Rate	District Rate
Met Math AGP Target	20.8	49.8
Met ELA AGP Target	51.0	59.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.5	27.9
Prior Non-Proficient Met ELA AGP Target	36.8	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	8.0
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

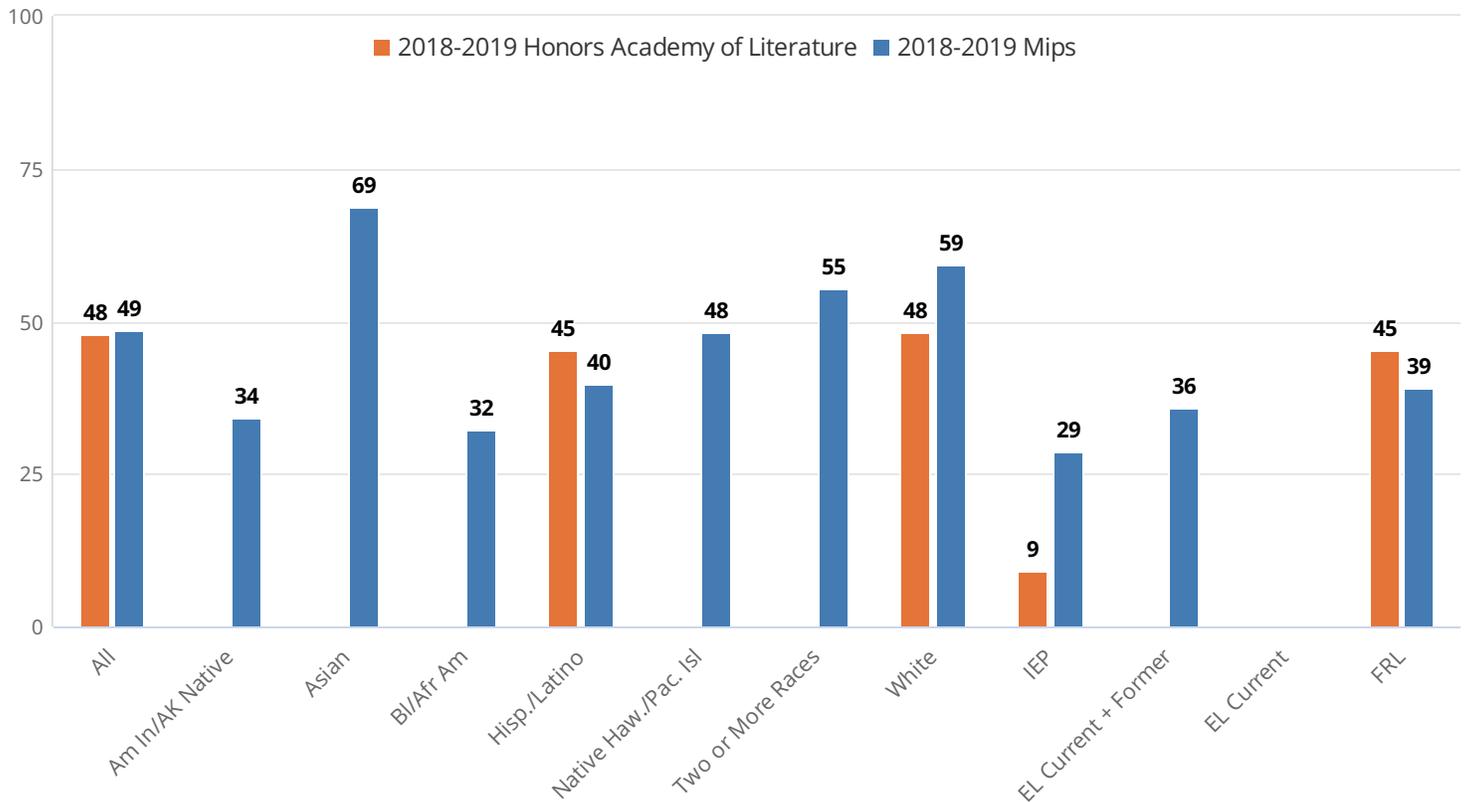
Pooled Proficiency Points Earned: 15/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	53.2	54.0	63.9	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.9	54.5	48.5	65.2	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	45.4	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	-	59.0	52.9
White/Caucasian	48.2	62.3	59.3	74.5	61.1	57.2
Special Education	9.0	27.4	28.6	31.2	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	45.4	39.8	39	50.0	33.1	35.7

Math Assessments
% Proficient



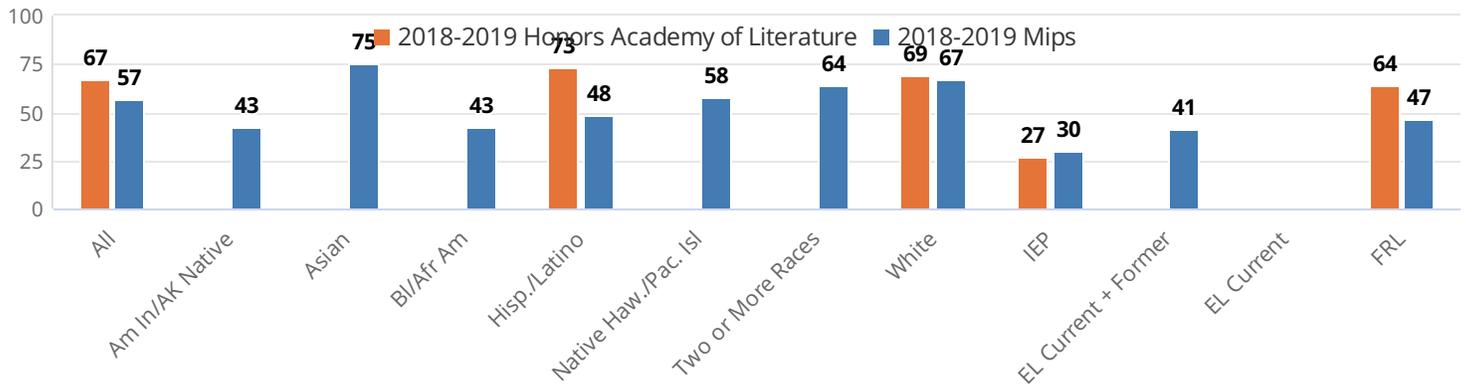


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.1	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	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	72.7	51.1	48.2	-	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	68.9	66.8	67.4	72.7	65.0	65.7
Special Education	27.2	26.7	30	31.2	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	63.6	45.4	46.8	75.0	40.4	44

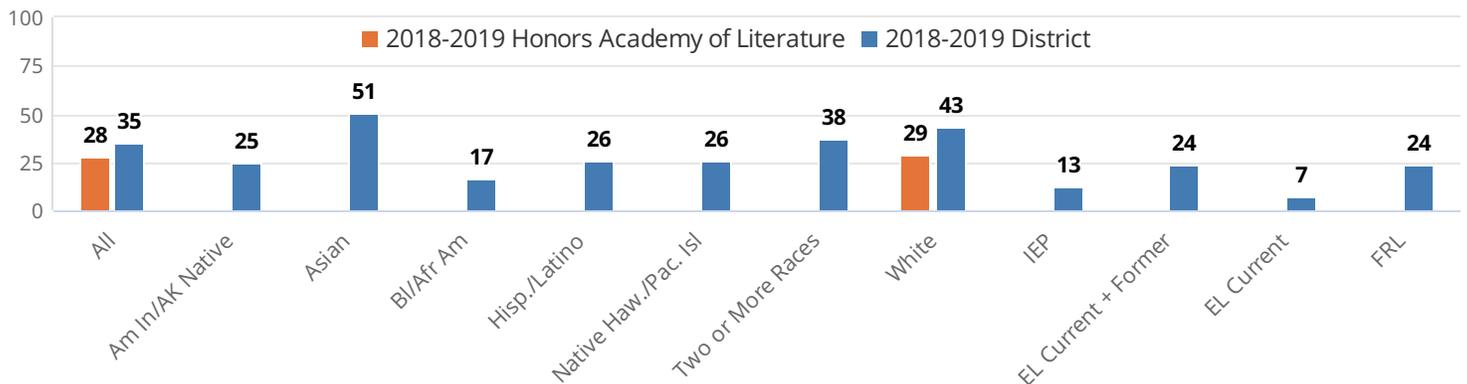
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	28.0	34.8	52.2	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	-	25.8	-	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	-	37.6	-	46.6
White/Caucasian	28.5	42.8	64.7	43.9
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.2	-	15.2
English Learners Current	-	7.3	-	<5
Economically Disadvantaged	-	23.8	-	17.3

Science Assessments
% Proficient





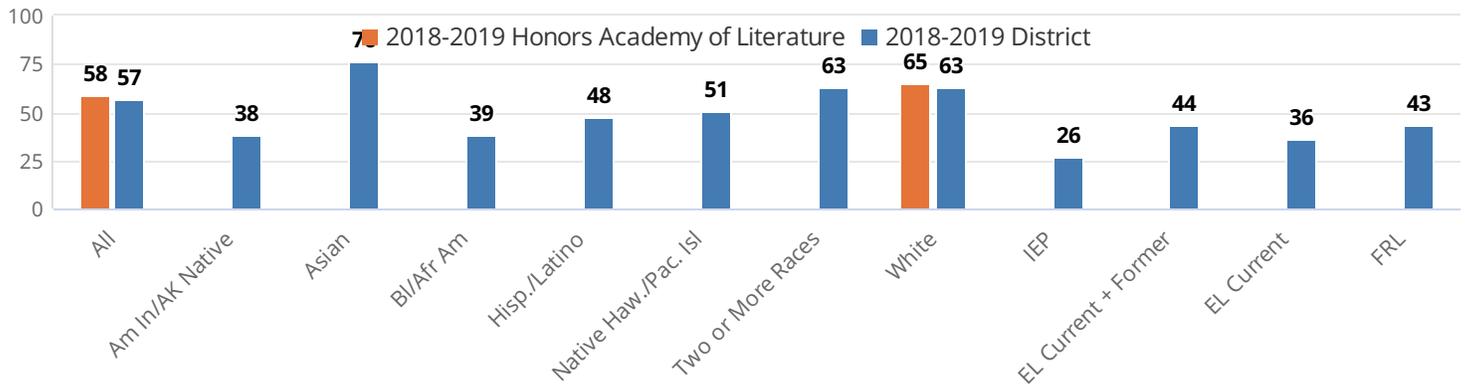
Academic Achievement

Read by Grade 3 Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	58.3	56.7	59.2	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	-	75.8	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	-	47.5	-	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	64.7	62.6	68.1	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33.0
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	-	43.3	-	37.5

Read by Grade 3 Points Earned: 4/5

Read by Grade 3
% Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	50	57
1st Grade	34.7	29
Kindergarten	77.2	72



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 5/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	25.0	55.0	49.0	52.0	56.0	53.0	63.0	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	-	58.0	-	59.0	-	61.5	-	62.0
Black/African American	-	48.0	-	43.5	-	45.0	-	44.0
Hispanic/Latino	-	54.0	-	51.0	-	49.0	-	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	-	53.0	-	50.0	-	53.0	-	51.5
White/Caucasian	25.0	57.0	49.0	54.0	56.0	55.0	68.0	49.0
Special Education	-	51.0	-	42.0	47.0	49.0	46.0	40.5
English Learners Current + Former	-	59.0	-	53.0	-	49.0	-	52.0
English Learners Current	-	56.0	-	49.0	-	43.5	-	44.0
Economically Disadvantaged	-	53.0	-	47.0	50.0	46.0	58.5	46.0

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 4.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	20.8	49.8	51.0	59.8	60.9	48.6	73.1	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.8
Black/African American	-	30.2	-	43.5	-	28.8	-	41.4
Hispanic/Latino	-	43.0	-	54.2	-	37.9	-	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	-	50.2	-	59.4	-	51.2	-	60.8
White/Caucasian	20.0	56.1	48.7	65.1	65.6	53.8	78.1	58.7
Special Education	-	28.4	-	34.5	27.2	29.5	36.3	30.5
English Learners Current + Former	-	43.9	-	48.1	-	35.3	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.4	-	32.2
Economically Disadvantaged	-	38.3	-	47.8	40.0	29.9	90.0	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



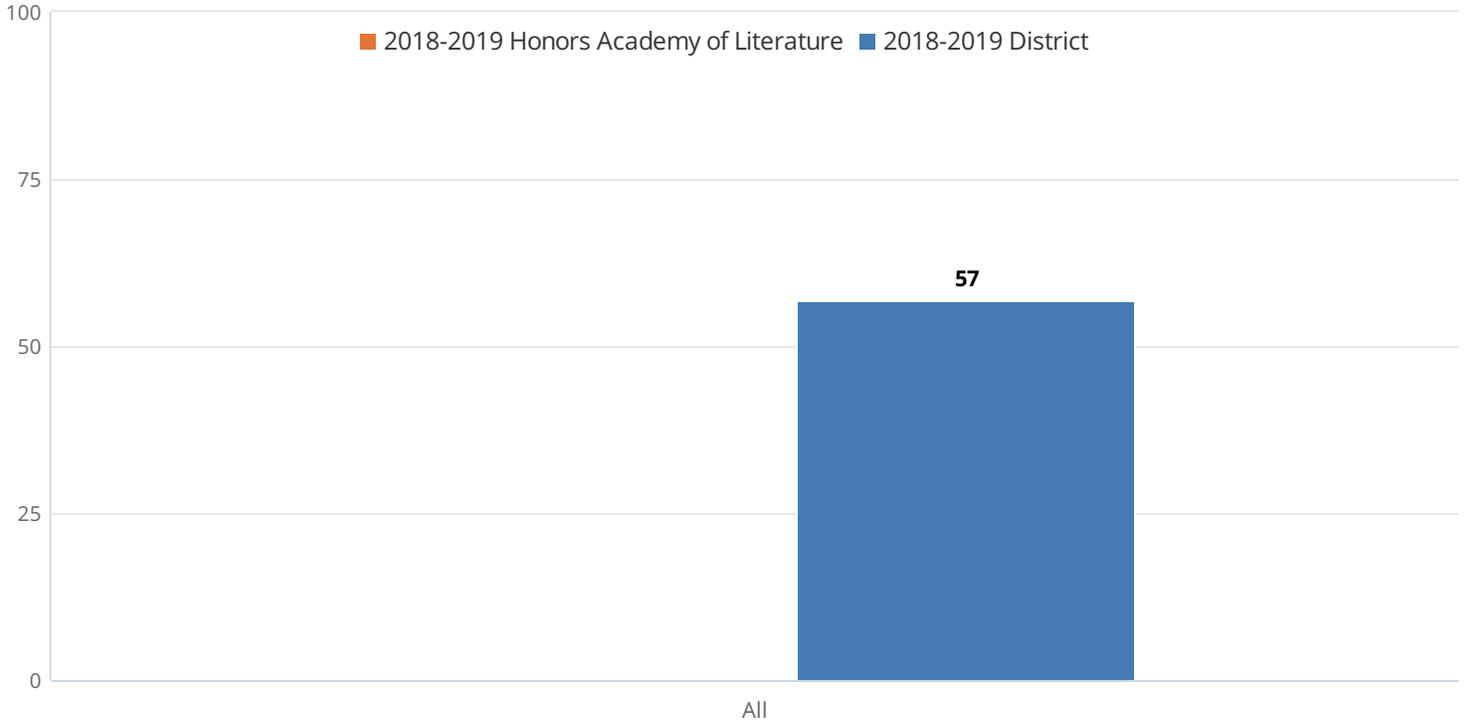
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 4/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	9.5	27.9	36.8	39.3	40.0	27.0	66.6	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	-	20.0	-	26.5	-	16.5	-	30.4
Hispanic/Latino	-	26.0	-	37.0	-	22.7	-	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	-	27.4	-	36.3	-	31.2	-	41.4
White/Caucasian	11.7	32.2	37.5	45.8	30.0	31.5	73.3	38.8
Special Education	-	16.3	-	22.4	-	15.5	-	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.2	-	31.7	-	16.9	-	31.4
Economically Disadvantaged	-	23.0	-	32.3	-	20.0	-	29.9



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

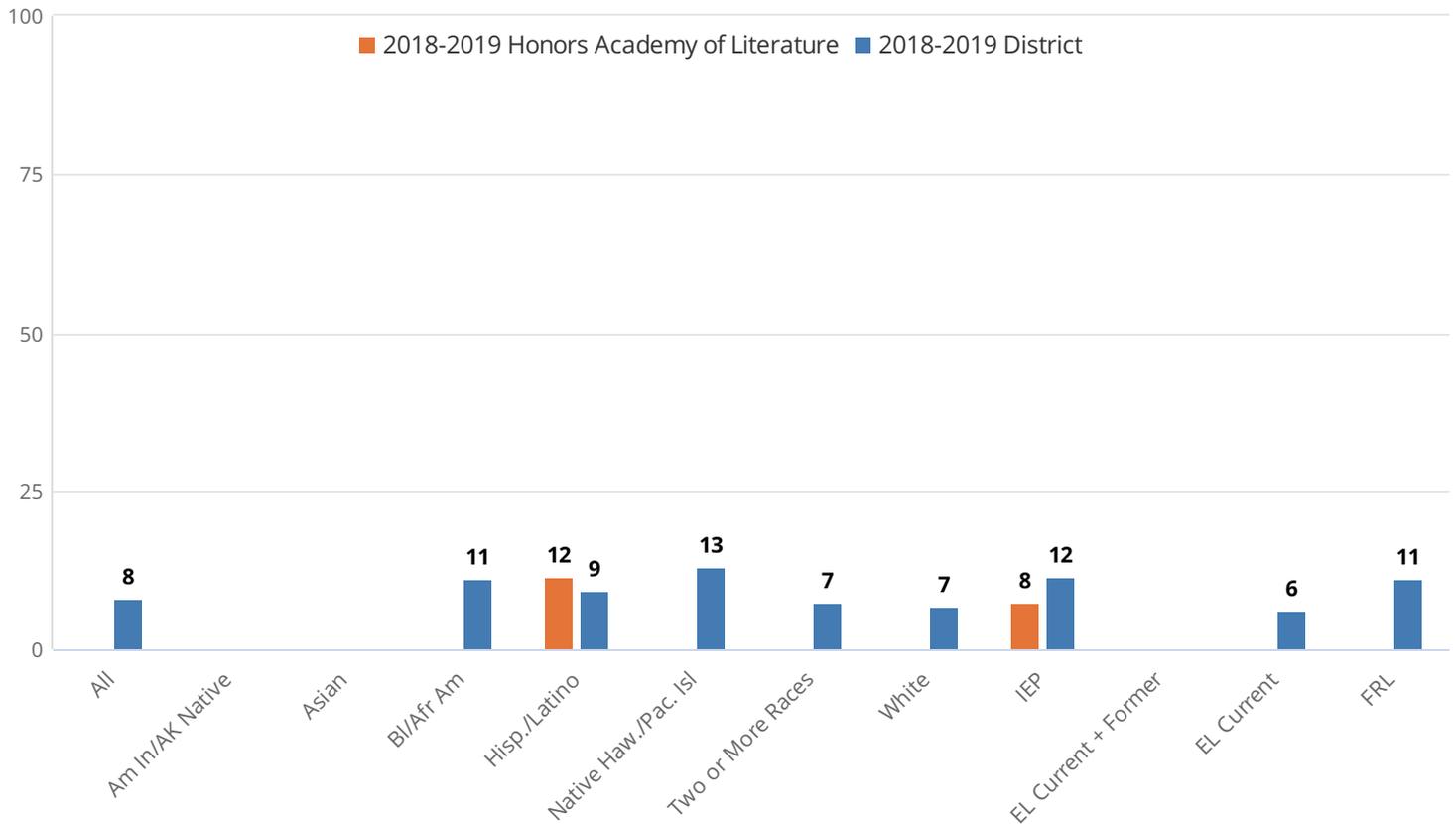
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	<5	8.0	<5	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	-	<5	-	<5
Black/African American	-	11.1	-	14.5
Hispanic/Latino	11.5	9.4	<5	11.5
Pacific Islander	-	13.1	-	12.6
Two or More Races	-	7.4	-	9.0
White/Caucasian	<5	6.9	<5	9.0
Special Education	7.6	11.5	<5	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	-	11.2	-	15.9

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Ave
 Reno, NV 89501



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



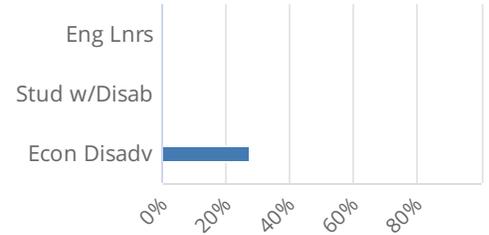
Student Race/Ethnicity

72.5%	White
0.0%	Bl/Afr Am
16.1%	Hisp/Latino
0.0%	Asian
0.0%	Am Ind/AK Nat
1.6%	Pac Isl
9.6%	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	85.2 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



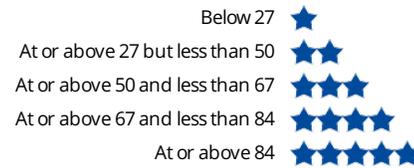
What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	57.0	50.3
Math Proficiency	47.1	42.6
ELA Proficiency	67.9	59.6
Science Proficiency	53.3	44.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	48.5	58.0
ELA MGP	59.0	56.0
	School Rate	District Rate
Met Math AGP Target	48.0	44.4
Met ELA AGP Target	68.6	61.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	21.9
Prior Non-Proficient Met ELA AGP Target	33.3	32.7



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	93.5	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

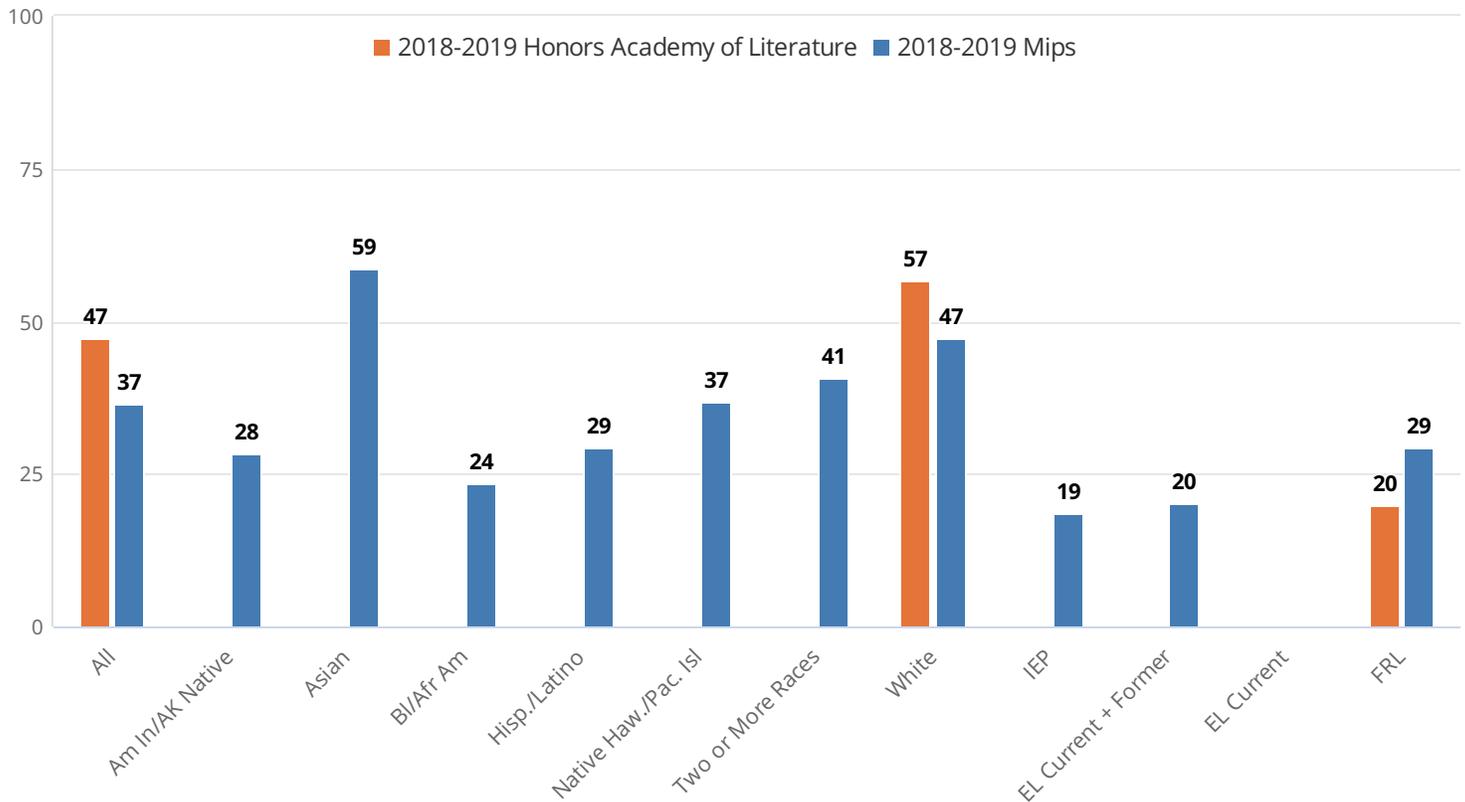
Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	57.0	50.3	49.6	46.3

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	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	-	31.9	29.3	40.0	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	56.7	51.3	47.1	34.1	44.4	44.4
Special Education	-	12.1	18.6	<5	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	20.0	29.0	29.2	<5	21.7	25.5

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

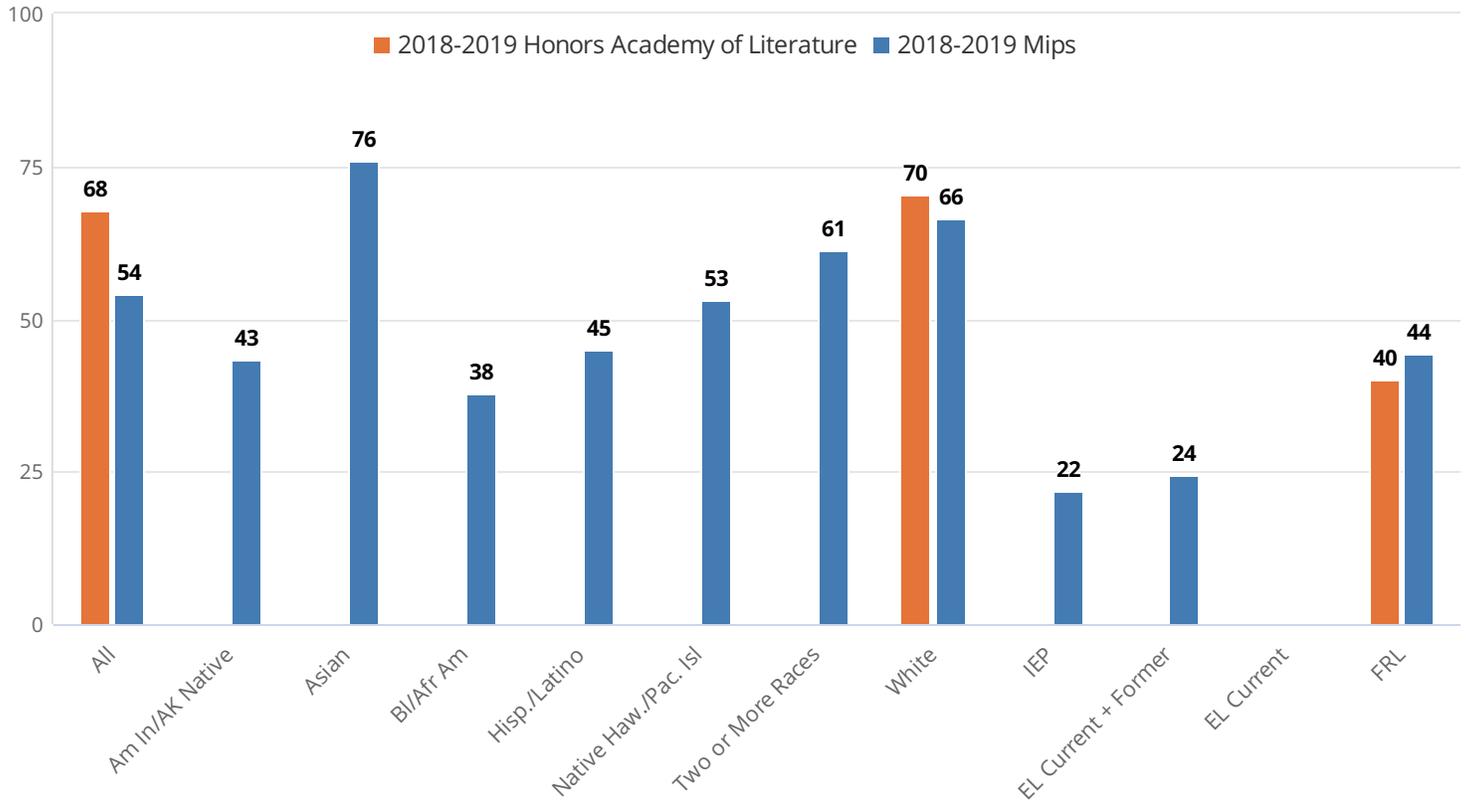


Academic Achievement

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	-	61.3	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	-	50.3	45.1	60.0	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	70.2	67.8	66.3	60.9	63.5	64.6
Special Education	-	19.9	21.9	10.0	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	40.0	46.4	44.4	42.8	41.5	41.4

**ELA Assessments
% Proficient**



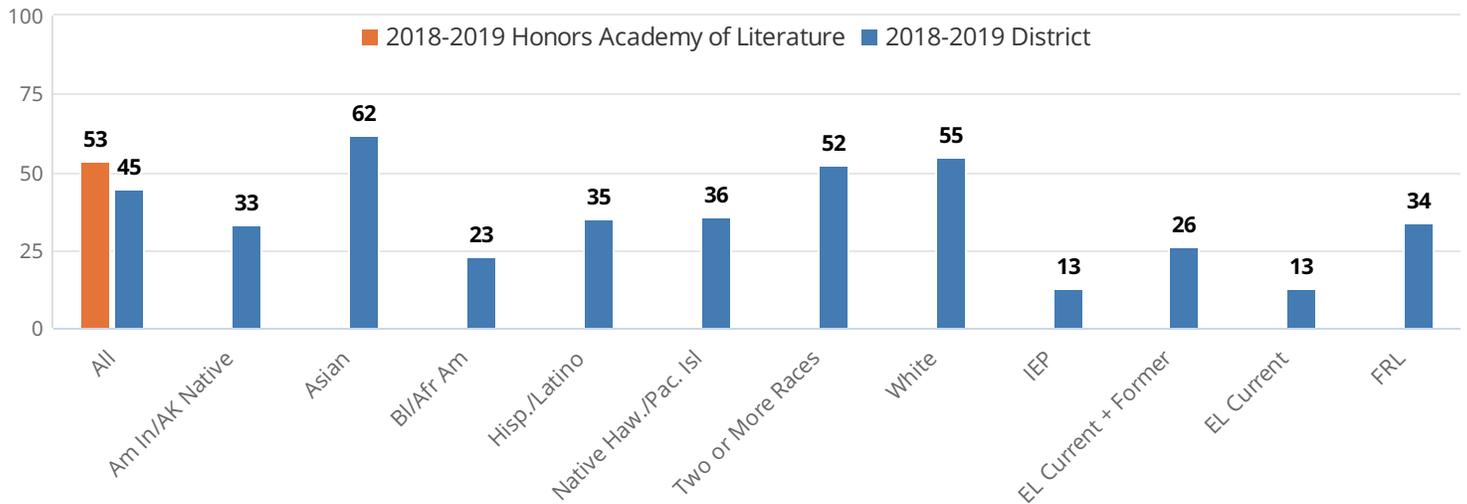


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	53.3	44.8	70.8	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	-	62.0	-	62.2
Black/African American	-	23.1	-	25.0
Hispanic/Latino	-	35.3	-	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	-	52.3	-	51.6
White/Caucasian	-	54.5	86.6	54.0
Special Education	-	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	-	33.7	-	30.7

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10

ELA MGP Points Earned: 8/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	48.5	58.0	59.0	56.0	56.0	52.0	59.5	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	-	63.0	-	57.0	-	62.0	-	62.0
Black/African American	-	53.0	-	51.0	-	45.0	-	50.5
Hispanic/Latino	-	59.0	-	57.0	-	54.0	-	52.0
Pacific Islander	-	63.0	-	57.0	-	51.5	-	49.5
Two or More Races	-	56.0	-	54.0	-	53.0	-	55.0
White/Caucasian	54.5	58.0	58.0	56.0	56.0	49.0	59.0	53.0
Special Education	-	55.0	-	55.0	62.5	44.0	81.0	50.0
English Learners Current + Former	-	64.0	-	64.0	-	59.0	-	54.0
English Learners Current	-	61.0	-	62.0	-	57.0	-	53.0
Economically Disadvantaged	35.0	59.0	67.0	57.0	60.5	53.0	59.0	52.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	48.0	44.4	68.6	61.4	35.0	37.7	62.0	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	-	65.9	-	78.6	-	66.6	-	78.1
Black/African American	-	27.5	-	44.3	-	20.1	-	39.5
Hispanic/Latino	-	35.5	-	53.6	-	30.2	-	47.2
Pacific Islander	-	47.3	-	59.8	-	35.4	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.4
White/Caucasian	58.3	51.9	69.4	68.4	32.5	44.0	65.0	62.3
Special Education	-	16.9	-	25.4	10.0	14.5	10.0	23.7
English Learners Current + Former	-	32.8	-	48.4	-	31.3	-	40.0
English Learners Current	-	17.4	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	21.4	33.4	46.6	50.4	8.3	25.8	46.1	42.3

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



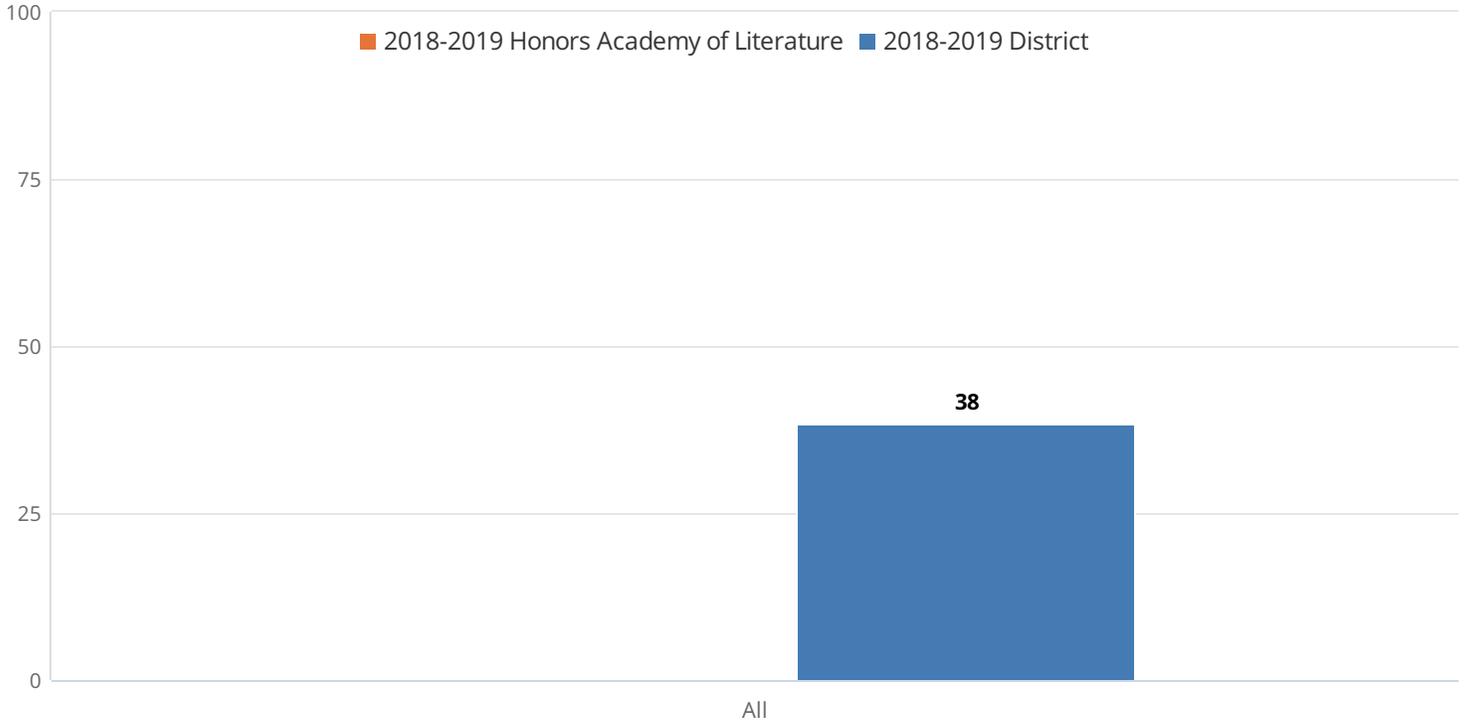
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	38.4	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 9/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	<5	21.9	33.3	32.7	14.7	19.0	34.6	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	-	28.7	-	40.3	-	35.6	-	44.6
Black/African American	-	15.0	-	22.0	-	10.9	-	23.4
Hispanic/Latino	-	21.5	-	31.1	-	17.2	-	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	-	19.8	-	32.9	-	21.0	-	32.0
White/Caucasian	7.1	24.8	38.4	38.4	19.2	21.5	44.4	33.3
Special Education	-	9.7	-	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.6	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	-	19.5	-	29.2	-	16.0	-	23.5

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

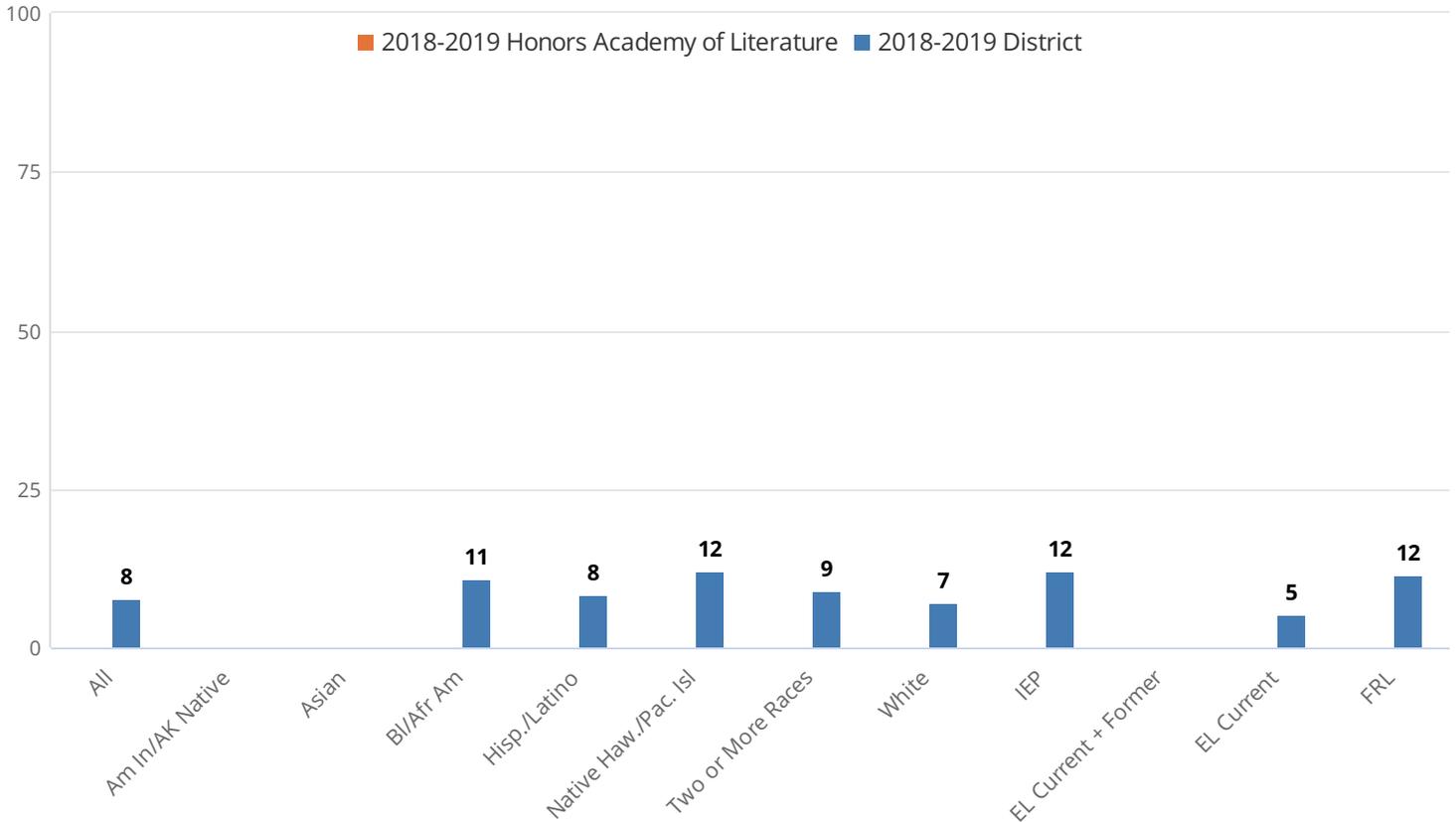
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	<5	7.9	<5	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	-	<5	-	<5
Black/African American	-	11.0	-	12.9
Hispanic/Latino	-	8.4	<5	11.7
Pacific Islander	-	12.0	-	11.9
Two or More Races	-	8.9	-	12.0
White/Caucasian	<5	7.2	<5	10.9
Special Education	-	12.2	<5	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.3	-	8.5
Economically Disadvantaged	-	11.5	5.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

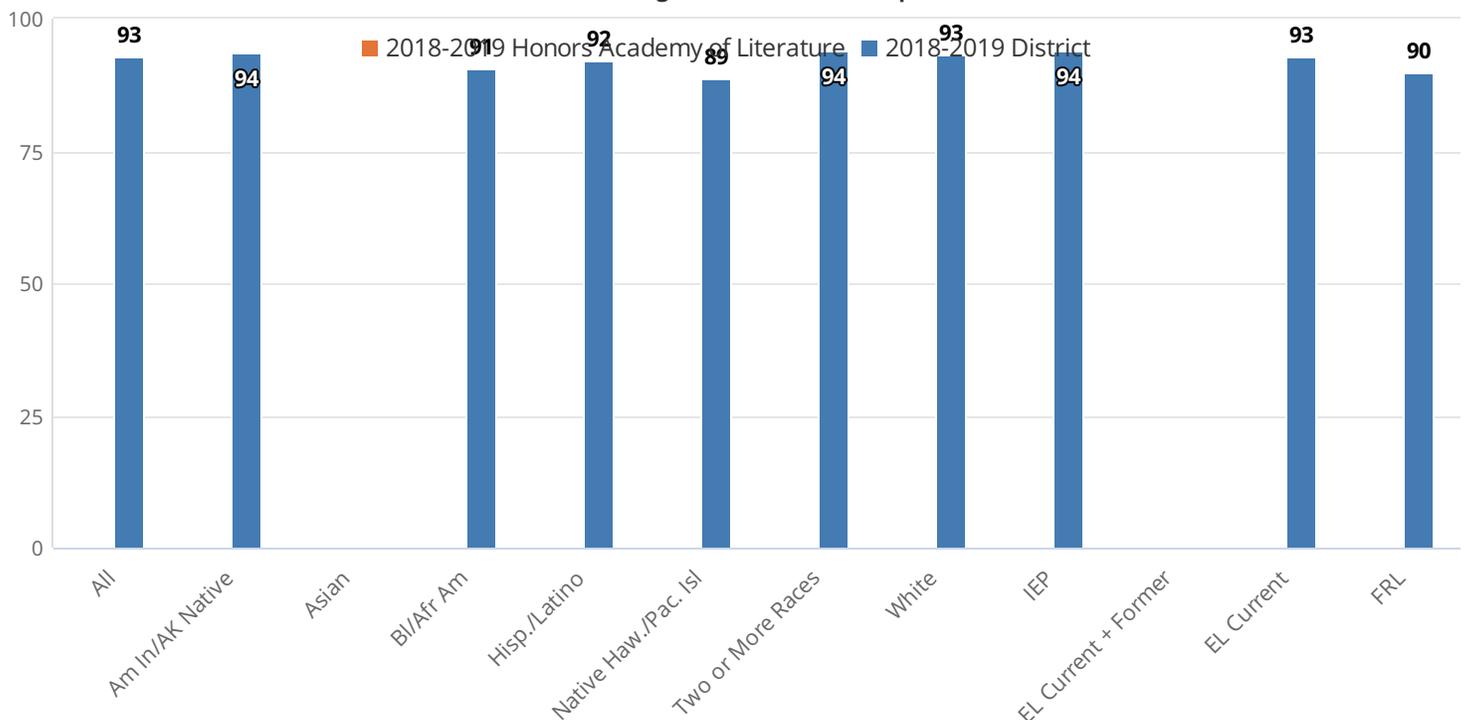
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	-	>95	-	>95
Hispanic/Latino	-	>95	-	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	>95	>95
Special Education	-	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	>95	>95
Economically Disadvantaged	-	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

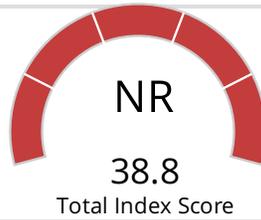
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8	>95	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	-	>95	-	>95
Black/African American	-	90.5	-	85.4
Hispanic/Latino	-	92.2	-	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	-	93.8	-	91.7
White/Caucasian	-	93.2	>95	93.4
Special Education	-	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	>95	85.6
Economically Disadvantaged	-	89.7	>95	85.6

% of Students Meeting 8th Grade Credit Requirements

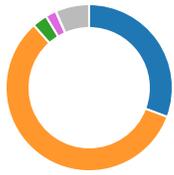


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Avenue
 Reno, NV 89501



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



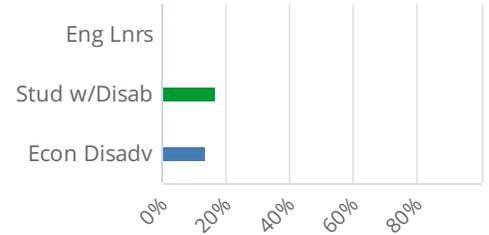
Student Race/Ethnicity

57.6% White
 2.9% BI/Afr Am
 30.6% Hisp/Latino
 2.1% Asian
 0.0% Am Ind/AK Nat
 0.0% Pac Isl
 6.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	50.0 ★★★★★
2019-2020	50.0 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.5	49.2
Math Proficiency	30.9	49.2
ELA Proficiency	46.5	55.4
Science Proficiency	35.2	30.4
Read-by-Grade-3 Proficiency	52.1	51.8



Growth Indicator

Measure	School Median	District Median
Math MGP	32.5	52.0
ELA MGP	47.0	53.0
	School Rate	District Rate
Met Math AGP Target	30.5	53.1
Met ELA AGP Target	45.7	61.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.5	40.9
Prior Non-Proficient Met ELA AGP Target	37.5	52.2



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	15.1	21.7
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

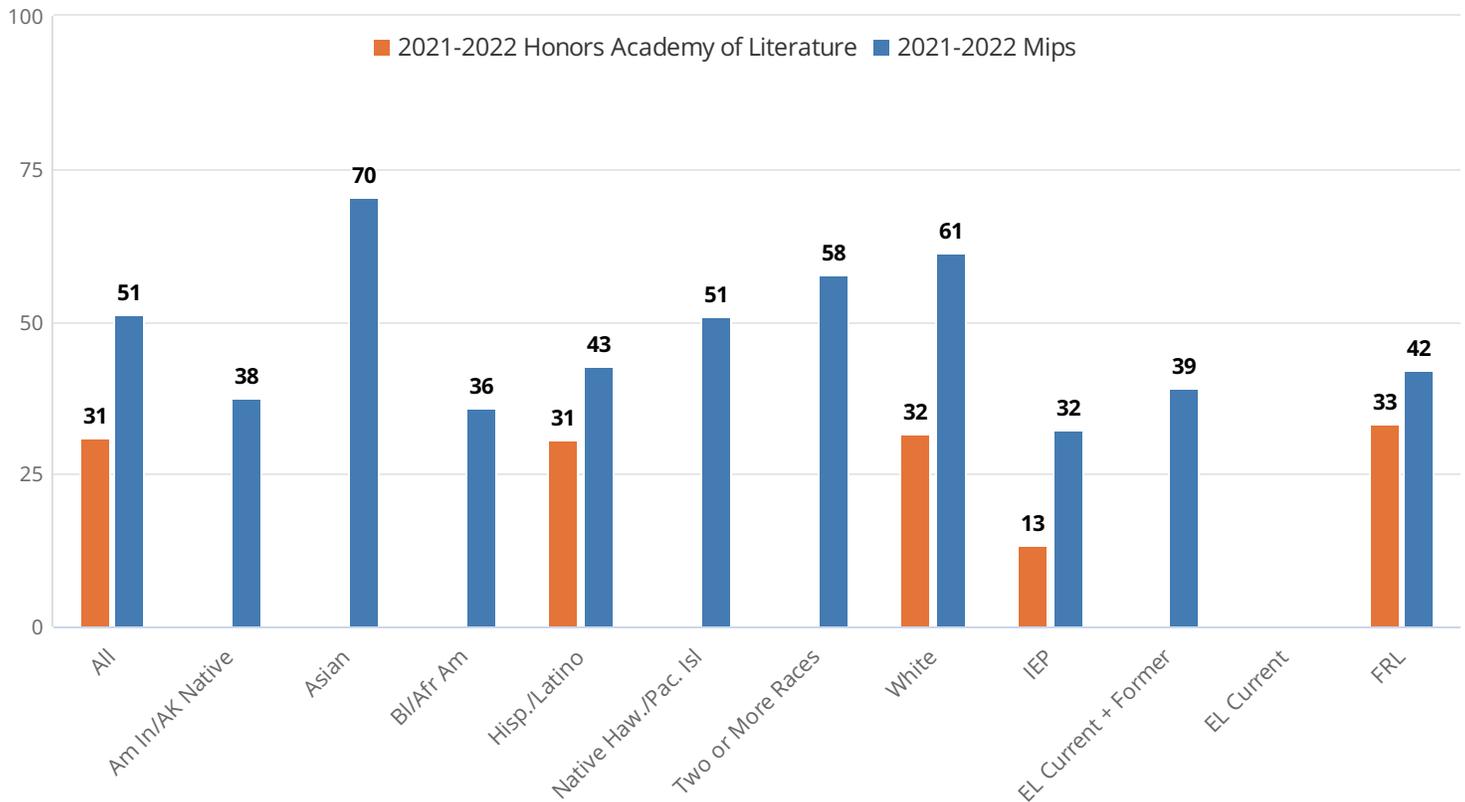
Pooled Proficiency Points Earned: 6/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	38.5	49.2		

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			

Math Assessments
% Proficient



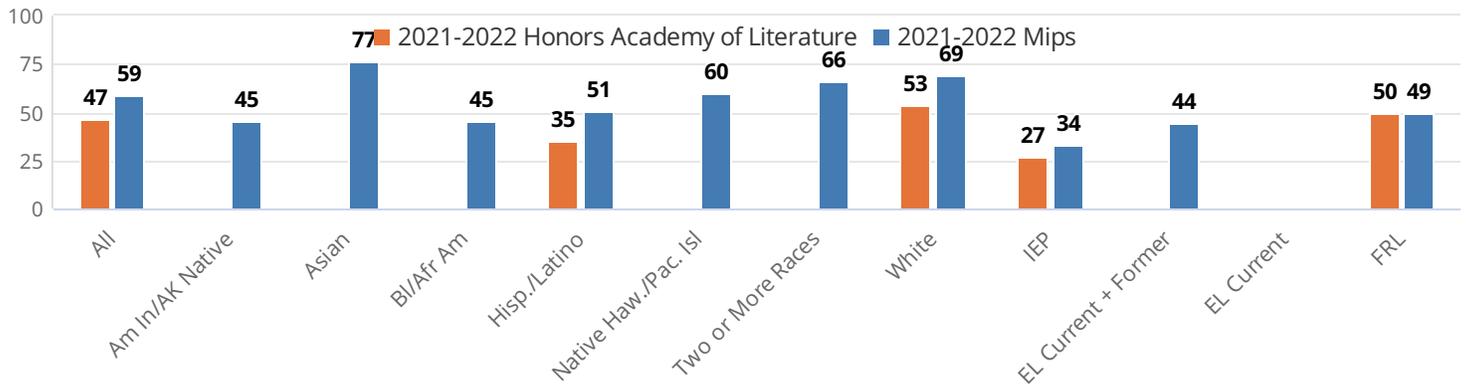


Academic Achievement

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			

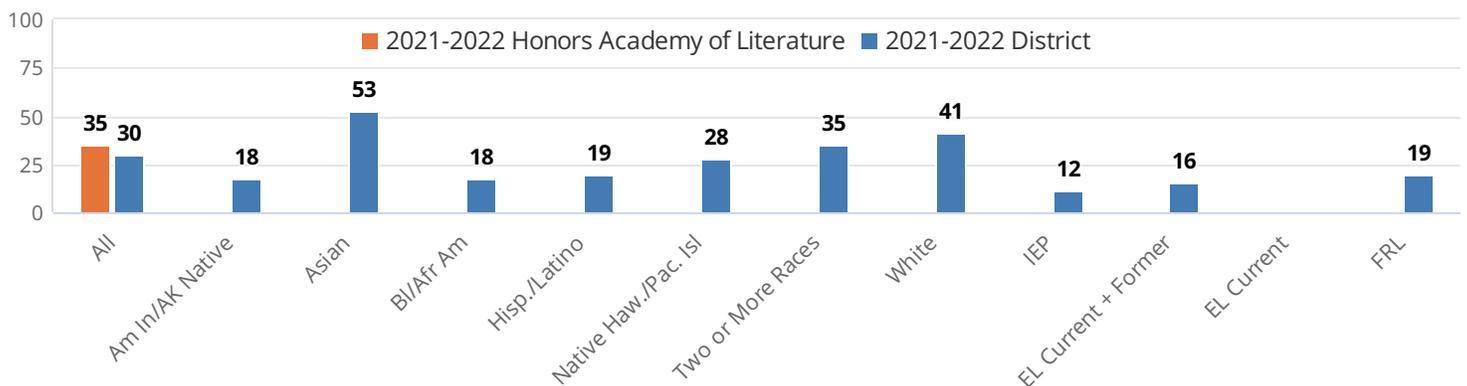
ELA Assessments
% Proficient



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.2	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	-	17.6		
Hispanic/Latino	-	19.2		
Pacific Islander	-	28.3		
Two or More Races	-	34.9		
White/Caucasian	-	40.8		
Special Education	-	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	-	19.4		

Science Assessments
% Proficient





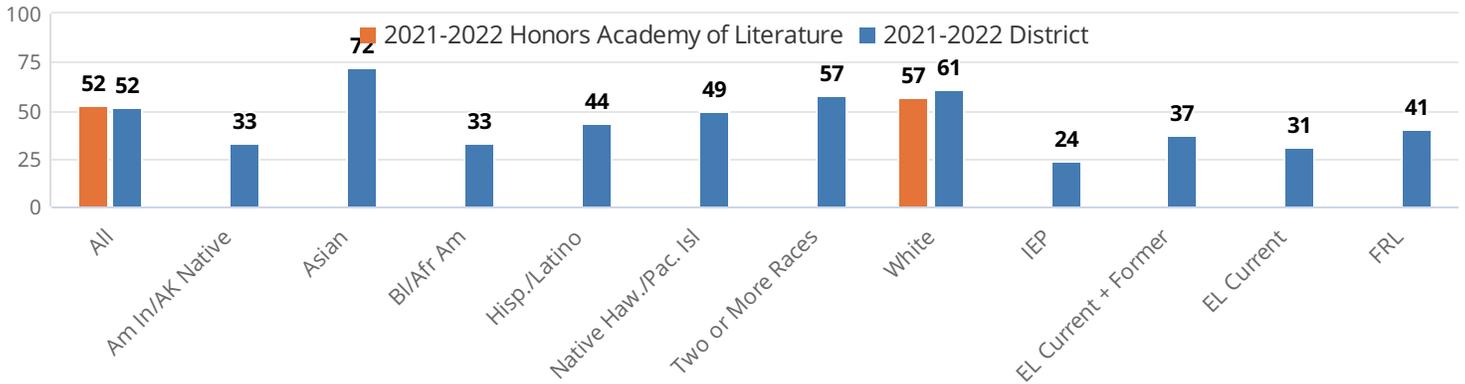
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	52.1	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	-	33.0		
Hispanic/Latino	-	43.5		
Pacific Islander	-	49.2		
Two or More Races	-	57.4		
White/Caucasian	57.1	60.8		
Special Education	-	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	-	40.5		

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	-	-		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	32.5	52.0	47.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	26.0	49.0	42.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	-	54.5	-	53.0				
White/Caucasian	37.0	55.0	57.5	55.0				
Special Education	-	46.0	-	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	-	49.0	-	49.0				

AGP Growth Data

Math AGP Points Earned: 2.5/7.5

ELA AGP Points Earned: 3/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	30.5	53.1	45.7	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	20.0	45.0	26.6	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	-	59.6	-	62.7				
White/Caucasian	40.0	59.6	60.0	65.1				
Special Education	-	35.9	-	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	-	43.7	-	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



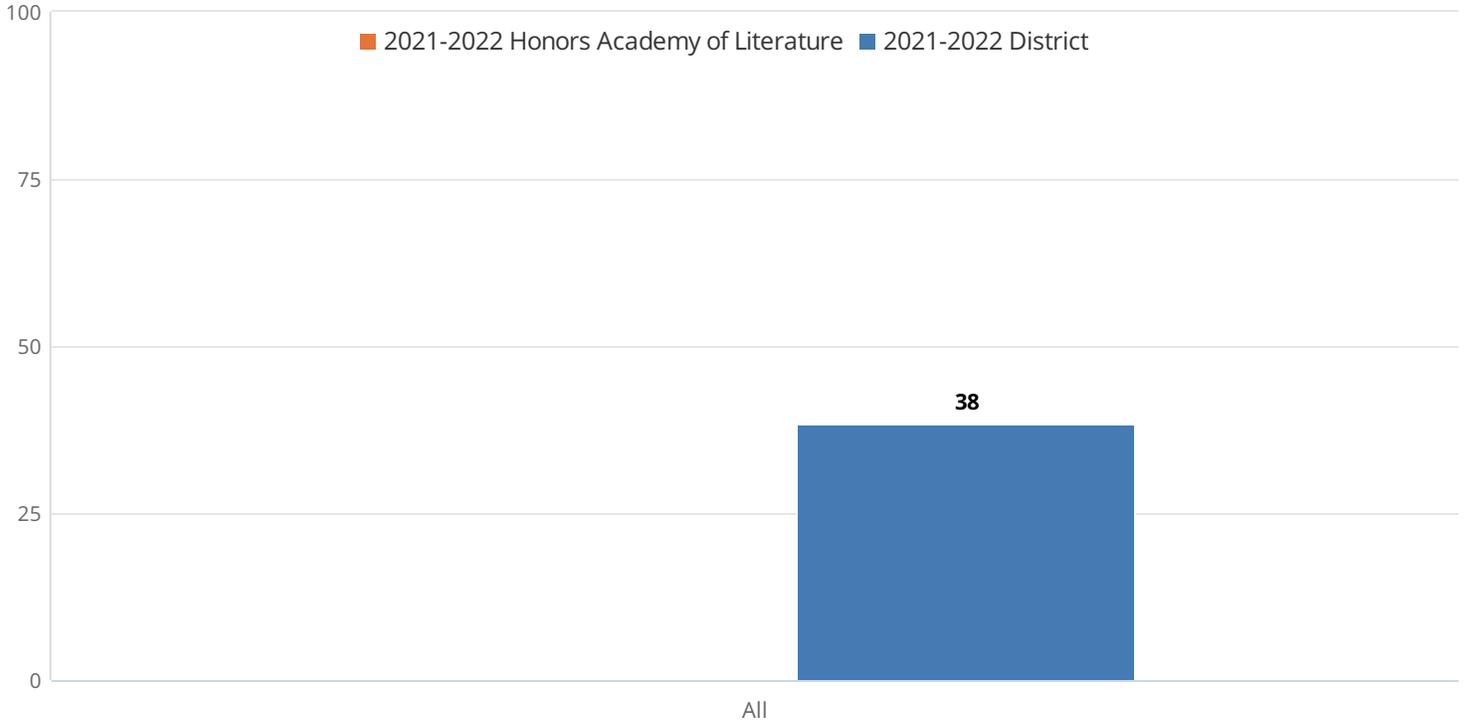
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 5/10				ELA AGP Points Earned: 5/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	28.5	40.9	37.5	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	16.6	36.3	-	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	37.5	47.9	53.3	55.2				
Special Education	-	27.6	-	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	-	35.5	-	47.6				



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

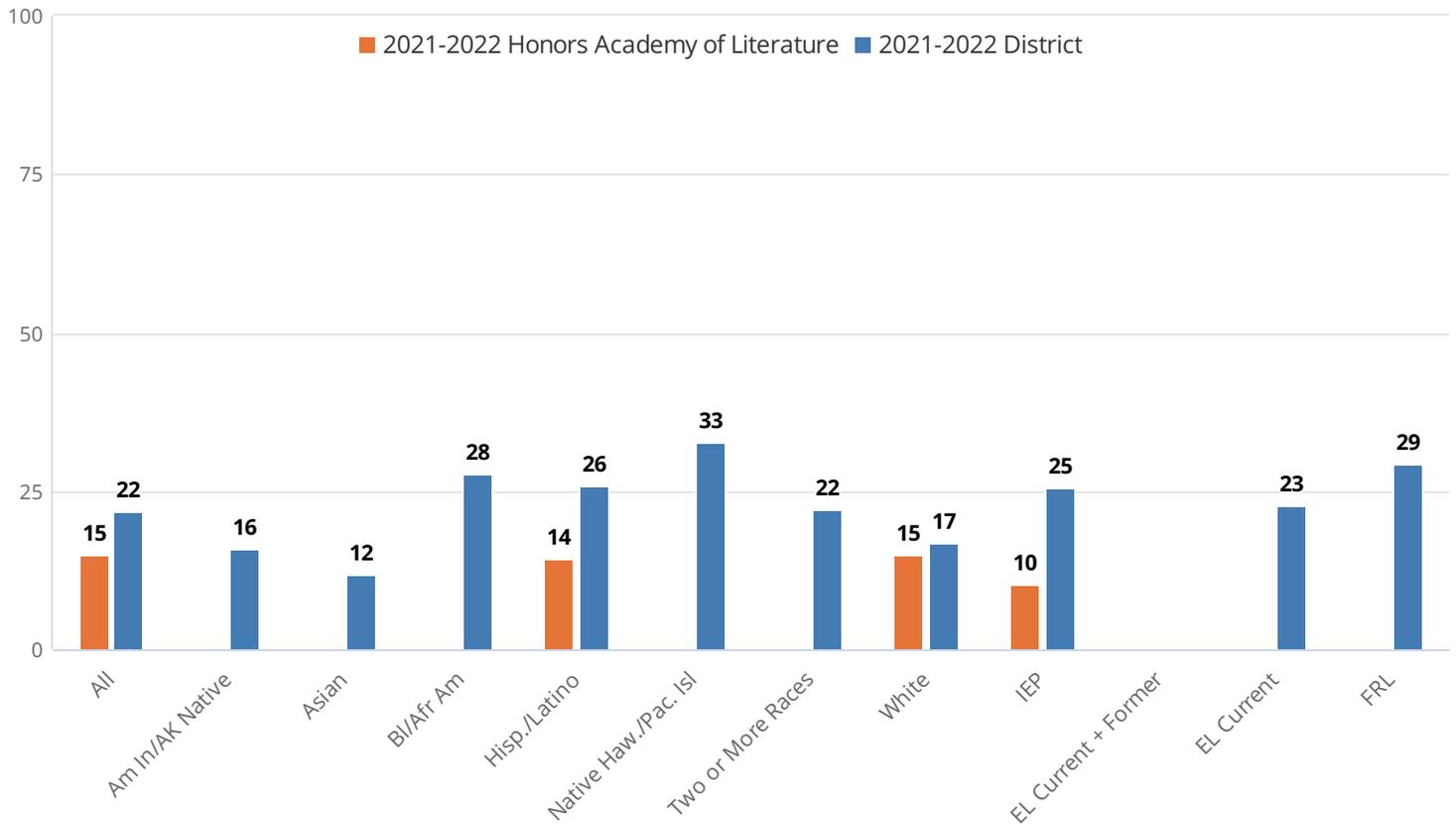
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	15.1	21.7		
American Indian/Alaska Native	-	15.8		
Asian	-	11.9		
Black/African American	-	27.6		
Hispanic/Latino	14.2	25.8		
Pacific Islander	-	32.8		
Two or More Races	-	22.2		
White/Caucasian	14.8	16.9		
Special Education	10.3	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	22.6		
Economically Disadvantaged	-	29.3		

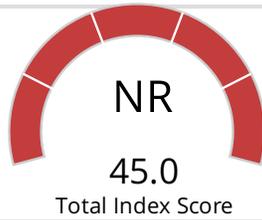
Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

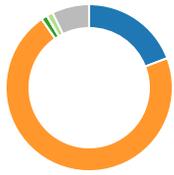


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Avenue
 Reno, NV 89501



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



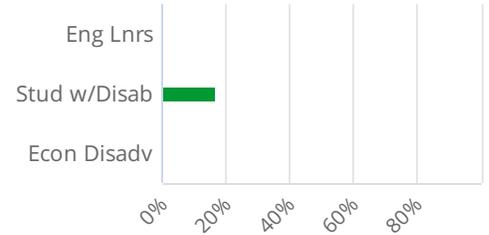
Student Race/Ethnicity

71.0%	White
1.2%	Bl/Afr Am
19.2%	Hisp/Latino
0.0%	Asian
0.0%	Am Ind/AK Nat
1.2%	Pac Isl
7.2%	Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	81.1 ★★★★★
2019-2020	81.1 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	30.9	46.6
Math Proficiency	23.7	36.5
ELA Proficiency	36.7	57.3
Science Proficiency	36.3	44.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	43.0	56.0
ELA MGP	38.0	55.0
	School Rate	District Rate
Met Math AGP Target	26.9	40.8
Met ELA AGP Target	44.4	60.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	11.1	23.5
Prior Non-Proficient Met ELA AGP Target	27.2	38.0



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.5	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	91.1
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

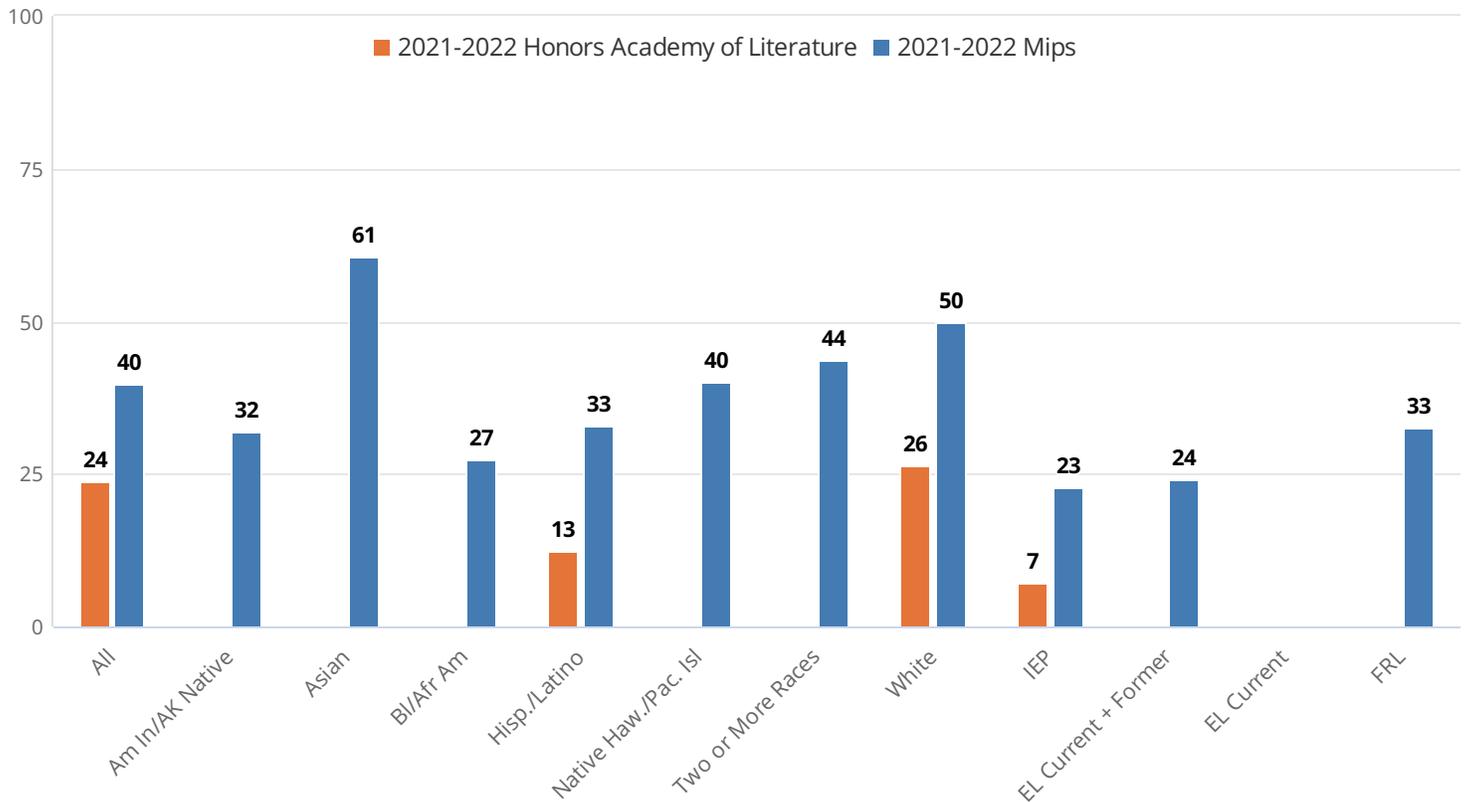
Pooled Proficiency Points Earned: 9/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	30.9	46.6		

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			

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

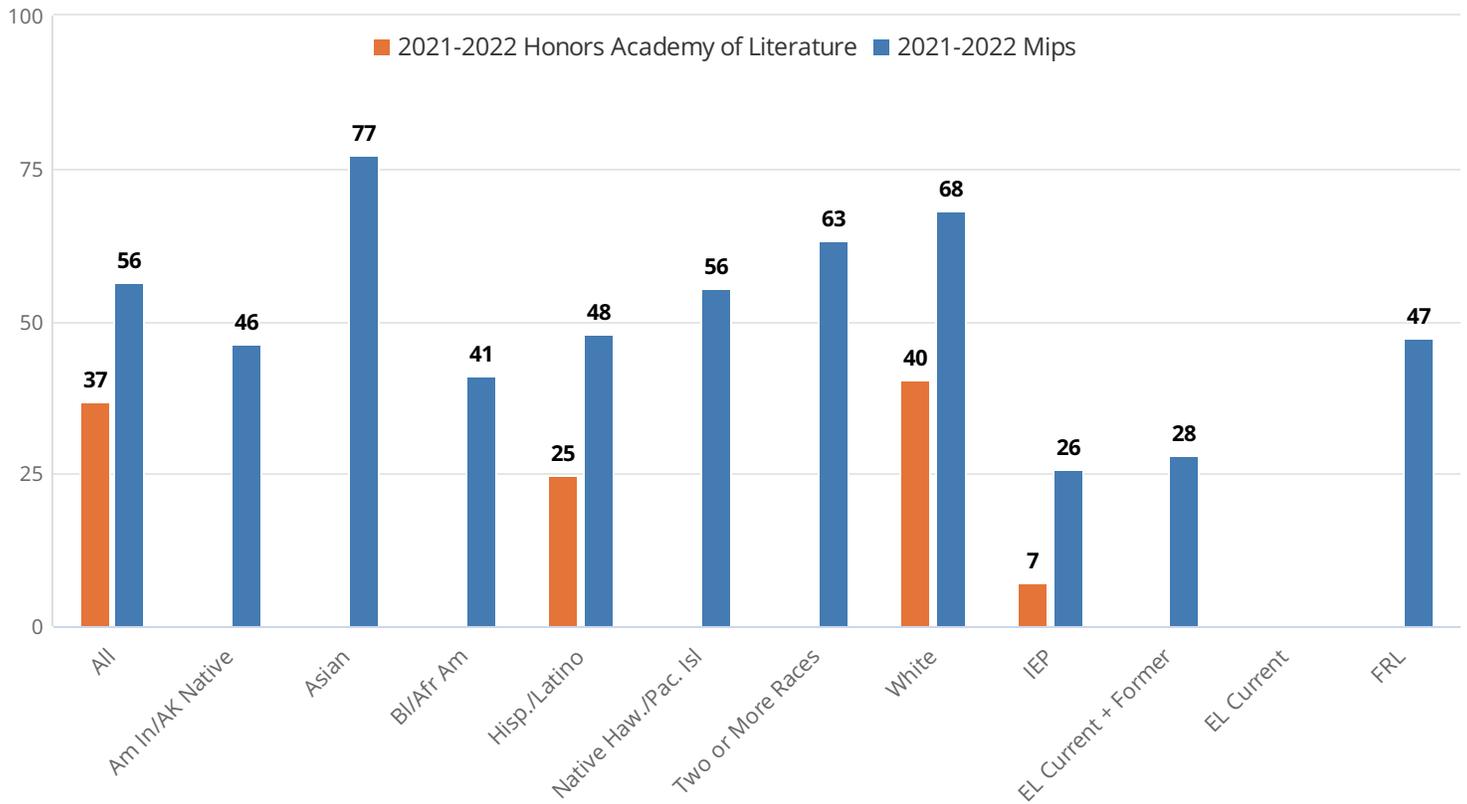


Academic Achievement

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			

ELA Assessments
% Proficient



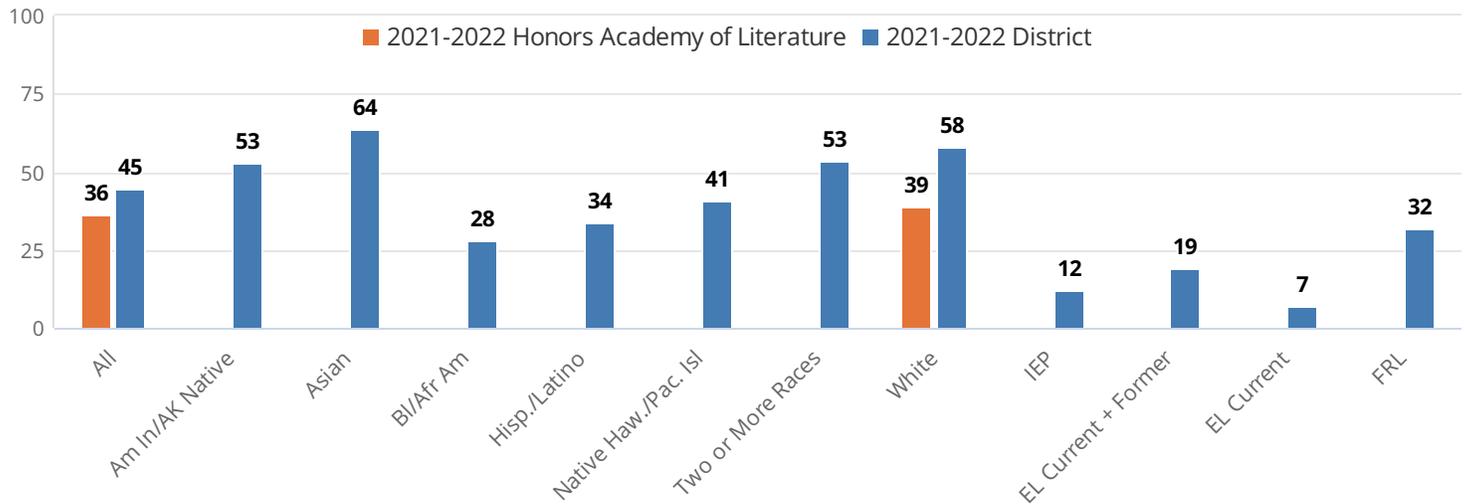


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	36.3	44.9		
American Indian/Alaska Native	-	52.6		
Asian	-	63.9		
Black/African American	-	28.3		
Hispanic/Latino	-	33.7		
Pacific Islander	-	40.5		
Two or More Races	-	53.3		
White/Caucasian	38.8	57.8		
Special Education	-	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	-	31.9		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	-	-		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	-	-		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 2/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	43.0	56.0	38.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	-	61.0	-	61.0				
Black/African American	-	52.0	-	54.0				
Hispanic/Latino	46.0	54.0	48.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	-	57.0	-	55.0				
White/Caucasian	42.0	57.0	37.5	56.0				
Special Education	22.0	44.0	12.0	43.0				
English Learners Current + Former	-	54.0	-	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	-	54.0	-	55.0				

AGP Growth Data

Math AGP Points Earned: 2.5/5

ELA AGP Points Earned: 2/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	26.9	40.8	44.4	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	-	63.7	-	77.2				
Black/African American	-	24.7	-	49.7				
Hispanic/Latino	28.5	31.4	46.1	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	-	43.8	-	65.6				
White/Caucasian	25.0	50.7	43.4	67.2				
Special Education	18.1	12.9	18.1	26.3				
English Learners Current + Former	-	25.2	-	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	-	29.9	-	51.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



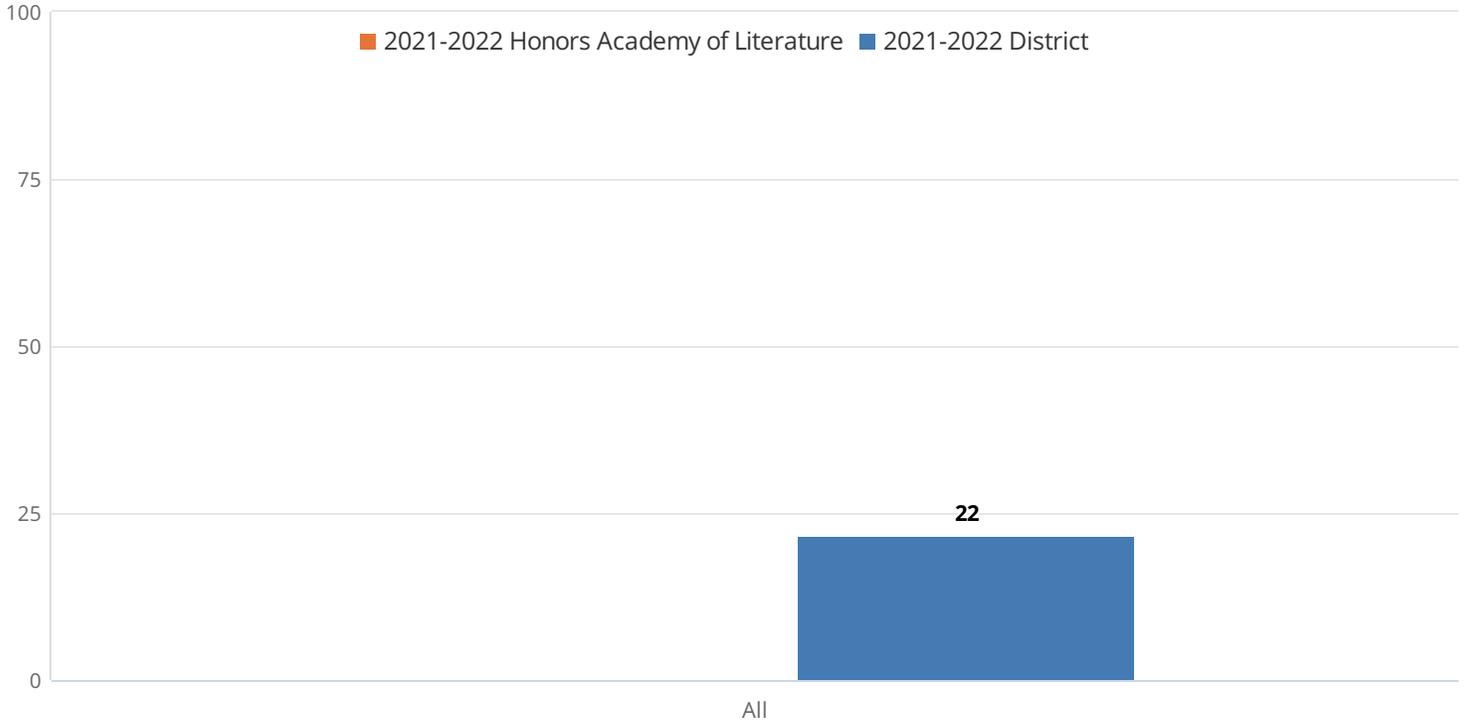
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 6/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	11.1	23.5	27.2	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	-	38.5	-	51.3				
Black/African American	-	16.6	-	33.6				
Hispanic/Latino	16.6	20.3	-	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	10.0	28.8	26.0	40.2				
Special Education	10.0	7.8	-	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	-	19.7	-	35.0				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

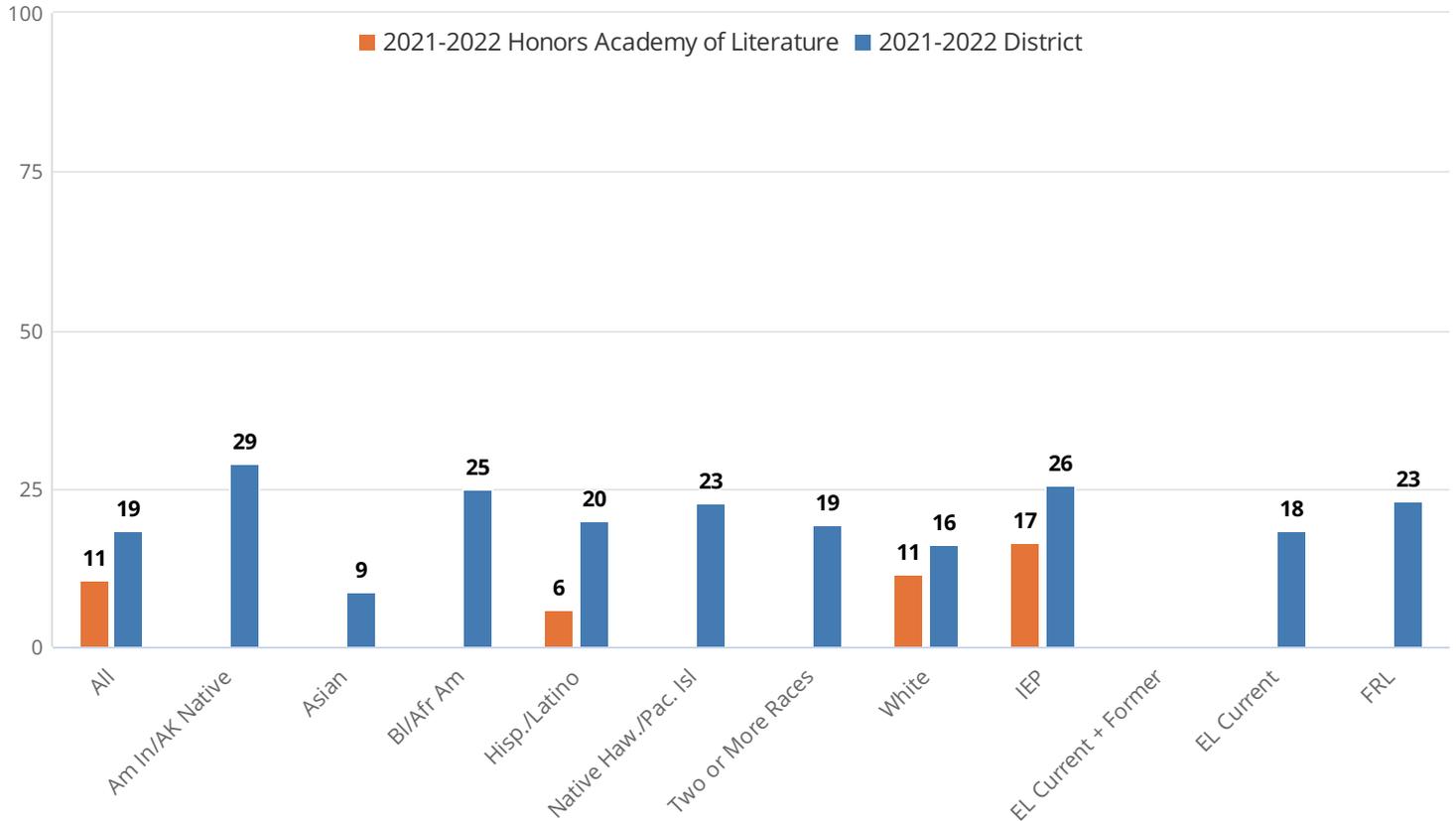
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	10.5	18.5		
American Indian/Alaska Native	-	28.9		
Asian	-	8.7		
Black/African American	-	24.9		
Hispanic/Latino	5.8	19.9		
Pacific Islander	-	22.7		
Two or More Races	-	19.4		
White/Caucasian	11.4	16.1		
Special Education	16.6	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	-	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

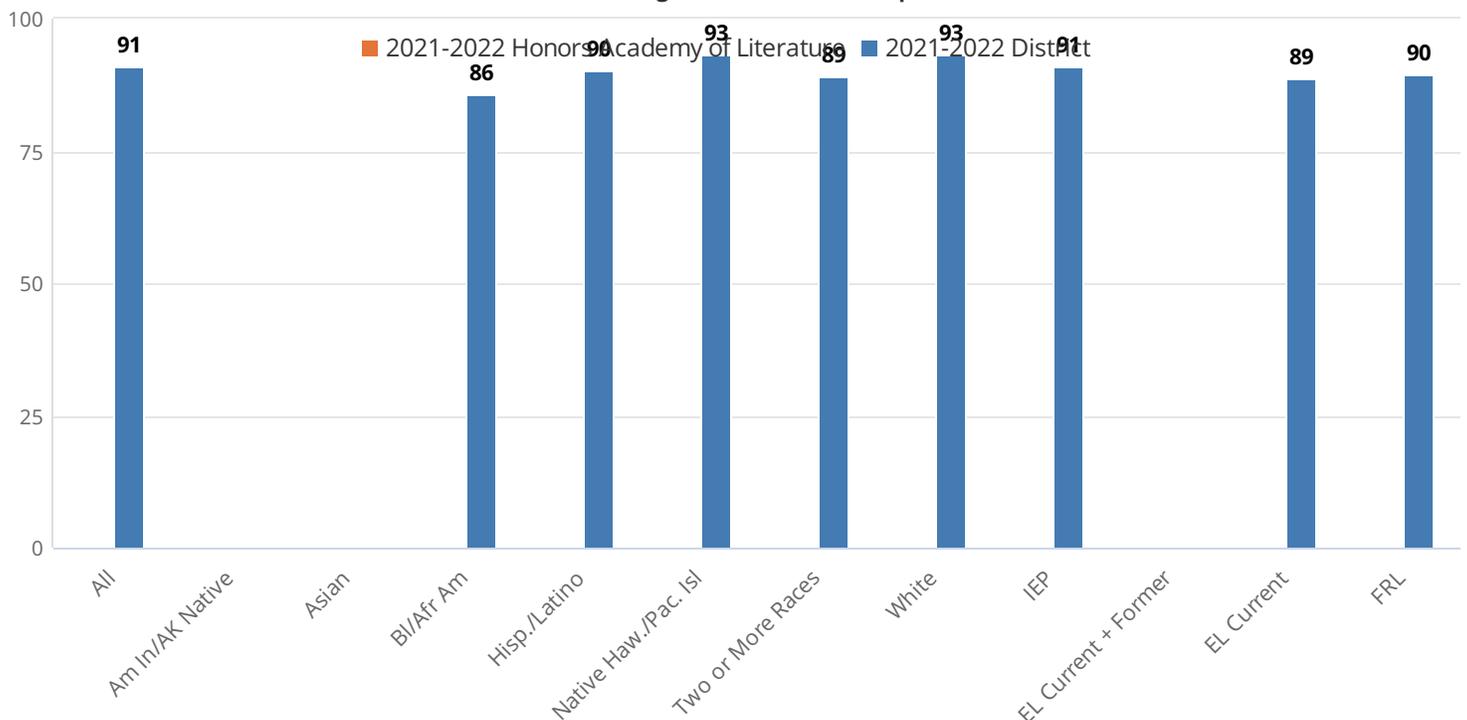
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	-	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	-	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	-	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	>95	91.1		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	-	85.9		
Hispanic/Latino	-	90.3		
Pacific Islander	-	93.3		
Two or More Races	-	89.2		
White/Caucasian	>95	93.3		
Special Education	-	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	-	89.5		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Appendix B

Honors Academy of Literature ES

Address: 195 N Arlington Ave, Reno, NV, 89501

Website: <http://www.academyoflit.org/>

Oct. 1 2019 Enrollment: 148

2019-20 Grades Served: K-5

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Hunter Lake ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

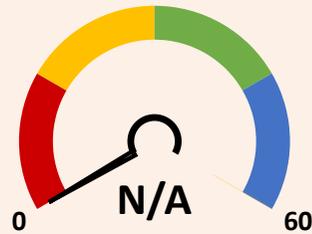
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

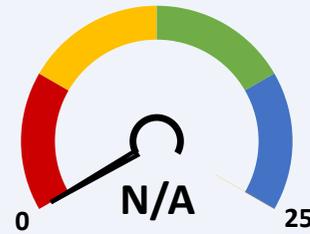
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

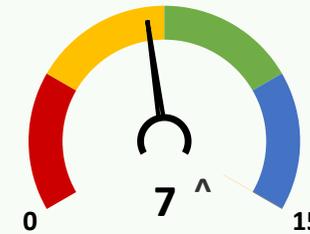


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	57.4	▼	✗
	IEP	≥10 and <15	13.5	▼	✗
	EL	<5	19.1	▼	✓

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

Honors Academy of Literature MS

Address: 195 N Arlington Ave, Reno, NV, 89501

Website: <http://www.academyoflit.org/>

Oct. 1 2019 Enrollment: 68

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: Washoe

2019-20 Comparison School: Clayton MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

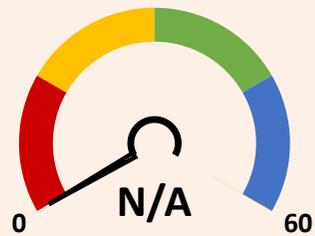
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
------------------------------------	--	--	-----------------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

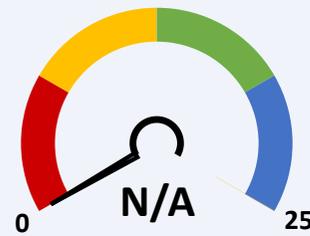
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

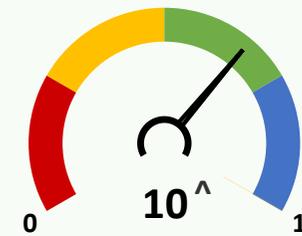


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	52.9	▼	✗
	IEP	≥10 and <15	13.6	▲	✓
	EL	<5	11.4	▼	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

Honors Academy of Literature ES

Address: 195 N Arlington Ave, Reno, NV, 89501

Website: <http://www.academyoflit.org/>

Oct. 1 2020 Enrollment: 144

2020-21 Grades Served: K-5

2020-21 NSPF Rating: N/A

Comparison District: Washoe

2020-21 Comparison School: Hunter Lake ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

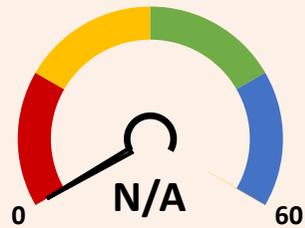
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

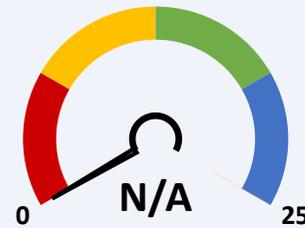
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

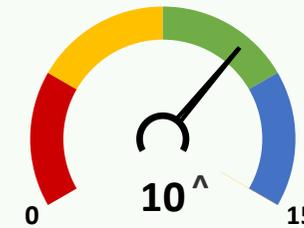


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 2
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	55.8	▼	✗
	IEP	≥15 and <20	13.7	▲	✓
	EL	<5	18.2	▼	✓

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	77.6	Lacks 2 years of Math data
N/A	61.5	Lacks 2 years of ELA data

Honors Academy of Literature MS

Address: 195 N Arlington Ave, Reno, NV, 89501

Website: <http://www.academyoflit.org/>

Oct. 1 2020 Enrollment: 84

2020-21 Grades Served: 6-8

2020-21 NSPF Rating: N/A

Comparison District: Washoe

2020-21 Comparison School: Swope MS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

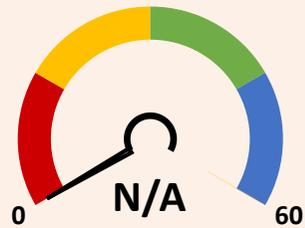
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

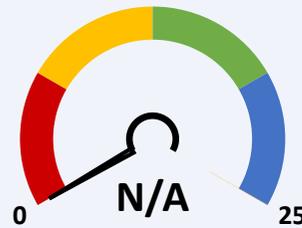
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	47.8	▼	✗
	IEP	≥10 and <15	14.1	▼	✗
	EL	<5	11	▼	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	63.1	Lacks 2 years of Math data
N/A	40.6	Lacks 2 years of ELA data

- Doral Red Rock ES
- Doral Red Rock HS
- Doral Red Rock MS
- Doral Saddle ES
- Doral Saddle MS
- Doral W Pebble ES
- Doral W Pebble MS
- DP Agassi ES
- DP Agassi HS
- DP Agassi MS
- EIAA ES
- EIAA MS
- Equipo Acad HS
- Equipo Acad MS
- Explore Acad HS
- Explore Acad MS
- Founders Acad ES
- Founders Acad HS
- Founders Acad MS
- Freedom Classical Acad ES
- Freedom Classical Acad MS
- Futuro Acad ES
- GALS MS (now GEMS)
- Honors Acad ES
- Honors Acad MS
- Imagine Mtn View ES
- Imagine Mtn View MS
- Leadership Acad HS
- Leadership Acad MS
- Learning Bridge ES
- Learning Bridge MS
- Legacy Cadence ES
- Legacy Cadence MS
- Legacy N. Valley ES
- Legacy N. Valley MS

2021-22 School Year: SPCSA Academic Performance Framework

Honors Academy of Literature ES

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 195 N Arlington Ave, Reno, NV, 89501
Website: <http://www.academyoflit.org/>
Validation Day Enrollment: 137
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Washoe
Comparison School: Hunter Lake ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

30.2
DOES NOT MEET STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

23.2/60

Sixty percent of the school's 2021-22 NSPF score (38.8) earned in indicator.

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

0/25

0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -10 between school (38.8 points) and comparison district (48.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -39.2 between school (38.8 points) and comparison school (78 points).

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------------------	--	--	-------------------------------------

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 61.5% (prior year) to 53.5% (current year).
- Math non-proficiency decreased from 77.6% (prior year) to 69.1% (current year).

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

7/15

0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥10 to <20% compared to district GrK-5 FRL rate of 54.2%.

5/5

School IEP rate of ≥15 to <20% compared to district GrK-5 IEP rate of 13.4%.

1/5

School EL rate of <5% compared to district GrK-5 EL rate of 18%.

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
----------------------------------	--	--	-------------------------------

- Doral Red Rock ES
- Doral Red Rock HS
- Doral Red Rock MS
- Doral Saddle ES
- Doral Saddle MS
- Doral W Pebble ES
- Doral W Pebble MS
- DP Agassi ES
- DP Agassi HS
- DP Agassi MS
- EIAA ES
- EIAA MS
- Equipo Acad HS
- Equipo Acad MS
- Explore Acad HS
- Explore Acad MS
- Founders Acad ES
- Founders Acad HS
- Founders Acad MS
- Freedom Classical Acad ES
- Freedom Classical Acad MS
- Futuro Acad ES
- GALS MS (now GEMS)
- Honors Acad ES
- Honors Acad MS
- Imagine Mtn View ES
- Imagine Mtn View MS
- Leadership Acad HS
- Leadership Acad MS
- Learning Bridge ES
- Learning Bridge MS
- Legacy Cadence ES
- Legacy Cadence MS
- Legacy N. Valley ES
- Legacy N. Valley MS

2021-22 School Year: SPCSA Academic Performance Framework

Honors Academy of Literature MS

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 195 N Arlington Ave, Reno, NV, 89501
Website: <http://www.academyoflit.org/>
Validation Day Enrollment: 83
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Washoe
Comparison School: Swope MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

39
DOES NOT MEET STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

27/60

Sixty percent of the school's 2021-22 NSPF score (45) earned in indicator.

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

0/25

0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -6 between school (45 points) and comparison district (51 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -25.5 between school (45 points) and comparison school (70.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 40.6% (prior year) to 63.3% (current year).
- Math non-proficiency increased from 63.1% (prior year) to 76.3% (current year).

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

12/15

Indicator bonus points for: IEP EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥10 to <20% compared to district Gr6-8 FRL rate of 46.1%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 14.4%.

3/5

School EL rate of <5% compared to district Gr6-8 EL rate of 11.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
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Appendix C



Nevada State Public Charter School Authority

To: Tierney Cahill, Board President Honors Academy
Andi Morency, Principal, Honors Academy
From: Danny Peltier, SPCSA
CC: Jason Guinasso, SPCSA Board Chair
Rebecca Feiden, SPCSA Executive Director
Date: May 24, 2019
Re: Site Evaluation Report for Honors Academy of Literature

SITE EVALUATION REPORT Honors Academy of Literature

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Honors Academy of Literature, which was conducted by SPCSA team members, Danny Peltier, and Selcuk Ozdemir on April 11, 2019 at Honors Academy of Literature located at 195 North Arlington Avenue Reno, Nevada 89501. The school chose not to include a response. The school is current in its first year of its second charter authorization term, which expires June 30, 2024. The school leader is Andi Morency, and the board chair is Tierney Cahill.

Please contact the Team Lead for this Site Evaluation, (name here), with any questions.

SITE EVALUATION REPORT: HONORS ACADEMY OF LITERATURE

Campus Name: Honors Academy of Literature

Grade Levels: K-8

School Leader: Andi Morency, director

Purpose of Site Evaluation: Year 1 of Renewal

Date of Re-Authorization: July 1, 2018

Conducted Date: Thursday, April 11

Conducted By: Danny Peltier, Selcuk Ozdemir

SUMMARY OF SITE EVALUATION

The mission of Honors Academy 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.”

During our Site Evaluation, the team observed this mission being lived out on the campus through the following:

- Small group discussion on carpet (collaboration)
- The school established system in place to review academic data
- Students are greeted by staff personnel in warm and welcoming environment
- Teachers and facilitators consistently were providing direct instruction
- Teachers use children’s literature and different debate techniques to help students better understand the concepts
- Commitment to continued improvement and consistent learning and growth

The team conducted 12 classroom observations across all grade levels at Honors in both elementary and middle school classrooms. On average, the observation time in each classroom was 22 minutes. Evaluators were able to observe lessons in the beginning, middle, and end of each class periods.

Observers noted consistent schoolwide expectations, procedures, and practices through the school. While observers noted some issues, including off-task behavior and uneven execution of routines in one of the upper grades, most students were aware of the expectations in each classroom and almost all students were engaged in their lessons. Observers also noted significant questioning by teachers of students in discussions but, as noted below in the recommendations, the questions were low-level, DOK 1 (Depth of Knowledge) and were asked by the teacher rather than student-based discussion.

During the site evaluation, the SPCSA Team noted concerns both from students and staff regarding the facility. Specifically, during the student focus group, the cafeteria was a point of concern due to lack of cleanliness. The bathrooms were also identified as a point of

cleanliness issues. However, the SPCSA Team found that overall satisfaction in the school was high, despite some of the facility issues identified during focus groups. Lastly, SPCSA staff noted that staff handled any behavior management issues in a calm and warm manner. Classrooms were generally free of any behavior management issues, but when they did arise, staff demonstrated necessary skills to refocus students on the task.

While the team identified some opportunities for continued development, overall, the school's culture and the commitment to the mission were strong and present. Our identification of strengths of Honors' program, as well as recommendations for continued growth, are below.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Classroom interactions between students and teachers were generally respectful and positive. While there were examples of students engaging in off-task behaviors, particularly in middle school classes, there is a proficient environment of respect and rapport across the campus.	Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning	Observers noted that during the classroom observation there were few, if any, behavior concerns. In general, there was a proficient culture established throughout the school to ensure learning occurs (as evidenced by?). In one middle class, there was evidence of disrespect and behavior issues, however the majority of classrooms observed operated as expected.	Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures	For the most part, the procedures in each classroom were consistent and uniform throughout the school. Overall, there are clear, established routines and procedures that are regularly followed. Students remained in class until instruction was completed. A transition followed shortly thereafter.	Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior	With one exception, where there was a teacher who had difficulty managing the class, observers noted no behavior issues with students. In general, teachers were aware of student behavior, and there were clear, established standards of conduct. Teachers' approach was always respectful of students.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers' communication with students was appropriate and occurs in whole group, small group and individualized settings. Teachers were positive and demonstrated a strong capacity to make content engaging and informative. All questions are appropriate and respectful.	Distinguished Proficient Basic Unsatisfactory
Using Questioning and Discussion Techniques	While there were a few examples of teachers attempting high-level questions, there was evidence in several classes of low-level Depth of Knowledge (DOK) questions grounded in recall. In general, the teachers explain most of the concepts, rather than soliciting students' responses. Few teachers (from elementary level) implemented higher Depth of Knowledge (DOK) questions.	Distinguished Proficient Basic Unsatisfactory
Engaging Students in Learning	Classroom activities appeared appropriate and material to the learning objectives within each subject matter. In several classrooms, topics were generally relevant and relatable for students.	Distinguished Proficient Basic Unsatisfactory
Using Assessment in Instruction	Observers did not observe this criterion significantly enough to rate it.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	Use of the student data monitoring, data-wise, and analyzing academic data are qualities tied to the mission of the school. Other elements of the school, such as operations, procedures, and practices support mission-driven operations.	Distinguished Proficient Basic Unsatisfactory
Managing Schoolwide Procedures	In general, there were clear schoolwide procedures, including transitions and common instructional practices. Students show a clear understanding of procedures, operations, and expectations, including with transitions and instruction as well as how to conduct themselves during their time on campus.	Distinguished Proficient Basic Unsatisfactory
Maintaining a Safe Environment	Staff understands the unique structure of the campus (located in the church, limited space etc.). The team	Distinguished Proficient

	noted student and staff demonstrated a concern for maintaining a safe student environment, as evidenced by the posted emergency exists and plans for evacuation.	Basic Unsatisfactory
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IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board ¹	2	45 min
Parents/Families	5	50 min
Students	6	50 min
School Leadership	1	50 min
Staff	5	55 min

Governing Board

- Board members spoke highly of Honors Academy’s mission with one board member stating, *“Honors Academy of Literature is at its core is about instilling a love of literature, giving school choice to children, high yield instructional strategies, and the use of data decision making protocols.”*
- A Board member said, *“Literature is the common thread that runs throughout, getting kids turned on to reading. Helping them to feel successful. Infuse their passion through books and encourage them to become self-directed learners.”*
- In gauging the success of the schools, a board member said, *“Last year Honors received a 5-star rating from the NDE NSPF and were top 10 school in the state of Nevada and the school received that rating both in elementary and middle. 20% SPED is double to district average and outperforming district schools.”* Another board member said, *“Charters as a whole are dealing with buildings. Finding a place to grow so the student population can be grown. The board has been looking for new buildings too. A lot different than her experience in a school district. But considering the circumstances the school is doing well.”*
- Speaking about recruitment of competent teacher’s a board member said, *“It is not the board’s role to recruit, but the board empowers school leadership. The board looks at data to help drive Professional Development for the next year. The board is always working with Andi to come up with ways to recruit new teachers to replace those who left. Teachers need support when new things are introduced. The board role is to ask questions to ensure those type of things are happening.”*
- The board members said the stability of the board was pretty good, however they were unsure if board members had terms or not.
- In discussing board training, the members said they do not have annual training, but would be interested in having the opportunity to train more.
- The board members said they outsource the evaluation of the school leader to a third party, however, during the focus group board members were not clear when the last evaluation had been heard by the full board.

¹ Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.
 SITE EVALUATION: HONORS ACADEMY
 DATE: Friday, May 24, 2019
 Page 5

- Discussing the diversity of the school, and how to increase that diversity, one board member said, *“Student recruiting and trying to get more well known in different parts of the community. The name of the school can be a little off-putting to some. The name can come across as an IB Program.”* However, another board member stated, *“There are lots of foster children. Might be a bit of a misnomer that the school is not really diverse. There is a large group of foster students. They do angels on the tree and they have attendance by children of all race and colors. It doesn’t matter if they live in South Reno or in a hotel. It is an inclusive environment.”*
- When discussing the volunteer requirement concerns that had been raised by the SPCSA, one board member said the issue had not been brought to the board.
- When discussing the lottery compliance concern that was raised by the SPCSA, board members said they were unaware there had been any issue regarding the lottery.

Parents/Families

- Parents discussed what they liked about Honors Academy, stating topics such as academic placement in classes is based on level and not just the age of the student, small class sizes, classes are both challenging but speed up if a student is ahead of pace, the smallness of the school is welcoming, and all of the teachers are accommodating and help parents understand what is going on.
- When discussing communication by the school to the parents a parent said, *“There isn’t as much communication from middle school teachers.”* Also, parents spoke about communication around various award ceremonies with one saying, *“The award ceremony is confusing. It changes every time which can be hard to plan for. Timing of communication could be better. I don’t want to be the parent that misses the award ceremony.”*
- In describing the expectations for behavior in their children’s classes a few parents said there is some preferential treatment regarding treatment of students. Behavior is clear but sometimes punishment isn’t distributed out equally. One parent said their daughter *“feels like the teacher was picking on her. The older one saw it happen and it was brought up to the teacher. The teacher recognized it because the students voice carries”*. But, overall, the parent was happy with how the teacher addressed the discrepancy and they had not had an issue since.
- In discussing the facility and location, a parent said, *“they do not like the location,”* and they did not like not having a playground. One parent discussed a pending criminal case when they caught a man masturbating in the ally way next to the school.
- However, another parent said, *“I like my child being exposed to a higher diverse population because I think it is good for the kids.”* The parent also added the school goes a great job with security, and they don’t feel like their children are in danger when attending a school located downtown.
- In general discussion of the school, a parent said, *“The school applies real life things to the students. They want the children to be themselves. They don’t want them to be cookie-cutter versions.”* While another parent added, *“I like that the school allows the children to have more freedom. In class, at lunch and recess they are able to be themselves. There are things that they wouldn’t be able to do that they are able to do now.”* *“Staff is always looking at better ways to educate the students.”* Finally, a parent stated, *“They do research to help improve the curriculum and the school*

shares their Professional Development with them to show what types of things the school is doing to improve."

Students

- Students discussing what they liked most about the school said they like math, everybody is kind and help them improve in classes, and you get extra help from teachers.
- When discussing how challenged they feel a student said, *"Not in literacy but overall yes. The teacher makes the class repeat everything. The sixth and seventh are doing the same thing as eighth."* Another student said, *"It is impossible to learn things sometimes because we have to work on the same problem over again because some students don't understand, and others do."*
- In discussing the level of respect they felt in classes a student said, *"Literacy teacher picks favorite eight grade"* and, *"Teachers might pick favorites and trouble doesn't seem equally dispersed."* Overall, each student felt they were respected at the school and in their classes.
- When asked how well they thought their teachers knew them, students said they felt that some teachers knew them better than others and did more to establish relationships with them. One student said, *"I don't think my teacher knows me, but I think they do care about me."*
- When asked about the cleanliness of the facility students had a consistent theme throughout. The first theme was the lunchroom where they spoke about students throwing food all over the place and smashing food on the tables. They all felt the lunchroom was not consistently clean and said it was by far the dirtiest part of the school. Another theme was the restrooms where they said they felt the restrooms could be a lot cleaner. The upstairs bathroom was referenced a lot during that discussion of the focus group.
- Another dissatisfaction of the school was the playground with one student saying, *"The playground is a parking lot which is not cool."*
- While discussing how safe the students felt at school, all said they felt generally safe and the school did a good job of making them feel safe. However, a few students said, *"We know we are downtown, and we have a bigger chance of getting kidnapped, but the teachers do a good job of making us feel safe."*
- When asked about the behavior they were expected to have in the hallways, one student said, *"Bad behavior is addressed but not all of the time or equally."* While another student said, *"Middle school is kind of crazy, and one time I had to use the middle school bathroom and I saw two kids kissing in the hallway."*
- The students were asked about what motivates them to attend the school each day. Responses revolved around their friends, the challenge the school provides and the teachers that they really like. One student said, *"I get to help teach a class this semester."* Another student stated, *"Every day is a mystery in a good way and I get to learn new things and make new friends."*

Leadership

- The school leader made it clear that data-wise improvement cycle and student data monitoring are used by the school and is critical to each day of instruction.

- The leadership consistently cited and spoke highly of using data (MAP testing, data wise, data meeting called “Headlines”, benchmark writing piece) to inform instruction.
- The leadership talked about the “robust process” for determining which students need interventions. Said the principal, *“We have robust process. We rank our student RIT score and group them, then we will find appropriate groups for those teachers.”* The principal also added, *“We assign academic coaches, (specifically assign to work in small group) and they spend time for those students”*
- The leadership talked about 1:1 meetings with teachers to share concerns and continue their growth as positive aspects of their work. In addition to these meetings, the leadership talked about grade level PLCs (twice a month), data PLCs (once a week), and departmental meetings (weekly basis).

Teachers

- Teachers participating in the focus group said they are supported and are satisfied with opportunities to grow. There is a commitment to the growth mindset. Said one staff member, *“We have very highly educated staff, 70% of our staff has a master’s degree. The Principal supports us when we come up with PDs or conferences.”*
- Teachers spoke of the positive leadership emphasis and external professional development opportunities that are aligned to staff members’ need and skills. One teacher said, *“We all have different leadership roles in our job”* while another teacher stated *“We have regular data PLCs, we as teachers take the leadership roles”*
- Teachers reiterated that because the school is fairly small, it truly is a family. *“Since we are pretty small school we have the advantage to communicate fast and well. We don’t need to go through all different departments, we can say it will help my student, explain that to the principal, and do it. We don’t need to wait for next year.”*
- The morale of teachers was positive. Said one teacher, *“Having a voice and being able to collaborate is a key for the staff morale”* Said another, *“We know each other very well, and we have the same goals, which is what’s best for our classes”*

V. OVERALL STRENGTHS OF PROGRAM

1. School culture

As with many other observed schools, Honors Academy of Literature’s culture was identified as a strength. All stakeholders – parents, staff, students, and governing board members actively expressed pride in the school and its mission. Teachers are open and appeared eager to identify their weaknesses and problem-solve collaboratively for the betterment of students and the school. This positive culture is a tremendous asset to the school.

2. Progress monitoring and data-driven instruction

An emphasis on data-driven instruction was evident to observers throughout the school as well as in focus groups with school leadership and teachers. School leadership provided SPCSA staff with a thorough overview of their data practices and how the data tools were used to identify students that may have need additional support.

3. School-wide procedures

In general, there are school-wide procedures that are evident and well-embraced by staff and students. Evaluators noticed that school-wide procedures, from time students enter classrooms, during instructional periods, to transition time between periods, students were always acting in accordance with established routines and procedures.

VI. RECOMMENDATIONS/ACTION ITEMS

1. The board needs to participate in formal governance training by an external third-party and evaluate school administration on at least an annual basis.

ACTION ITEMS

- a) Based on information provided by the Board Chair during the Focus Group, the SPCSA recommends that the board review all Policy and Procedures annually so that **all** members are fully aware of what those policies are and what those policies require. The SPCSA also recommends that the Board annually review all handbooks distributed to parents, students, and staff to ensure those handbooks are compliant with relevant Nevada Revised Statute. The SPCSA recommends the Board annually review the Lottery to ensure it is in compliance with all relevant Nevada Revised Statutes.
- b) The SPCSA recommends the board participate in annual Open Meeting Law (OML) training, provided by an external third party, to ensure all members are clear on OML requirements for public bodies as set forth in Nevada Revised Statute.
- c) The SPCSA recommends the Board ensure the Executive Director of Honors Academy is evaluated annually by either the board or an outside entity that contracts with the Board. In the event the Board chooses to contract with an outside entity to evaluate the school leader, this contract should be entered into as soon as possible and put before the board on the agenda for a vote.

2. Increase higher-level questioning and student-centered instruction

Evaluators noted that most classrooms provided direct instruction to students with few opportunities for student discussion among their peers. While teachers did a strong job calling individuals instead of relying on choral responses, they seemed reluctant to turn over the discussion to students and tended to lead the conversation. Discussions were universally led by teachers, rather than students, and there were notable examples of low-level DOK questions based in factual/recall.

ACTION ITEM

Whether with WestEd, the school's affiliated partner, or through school-based professional development, we suggest revisiting DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. We encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as a part of lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Coaches can also work with teachers to help them develop essential questions to better support staff with scaffolding and rigorous instruction.

Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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Appendix D



Nevada State Public Charter School Authority

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

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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Site Evaluation Findings 17

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 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 1st, 3rd, and 5th 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 – 8th grade

Elementary School

Honors Academy of Literature

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Ave
Reno, NV 89501

Student Race/Ethnicity

- 76.5% White
- 2% BI/Afr Am
- 16.6% Hisp/Latino
- 0% Asian
- 0% Am Ind/AK Nat
- 0.6% Pac Isl
- 4% Two or More

50
Total Index Score

School Performance History

School Year	Index Score/Star Rating
2017-2018	96.3 ★★★★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups

Eng Lnrs
Stud w/Dis...
Econ Disadv

Middle School

Honors Academy of Literature

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 195 N. Arlington Ave
Reno, NV 89501

Student Race/Ethnicity

- 72.5% White
- 0% BI/Afr Am
- 16.1% Hisp/Latino
- 0% Asian
- 0% Am Ind/AK Nat
- 1.6% Pac Isl
- 9.5% Two or More

81.1
Total Index Score

School Performance History

School Year	Index Score/Star Rating
2017-2018	85.2 ★★★★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups

Eng Lnrs
Stud w/Dis...
Econ Disadv

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

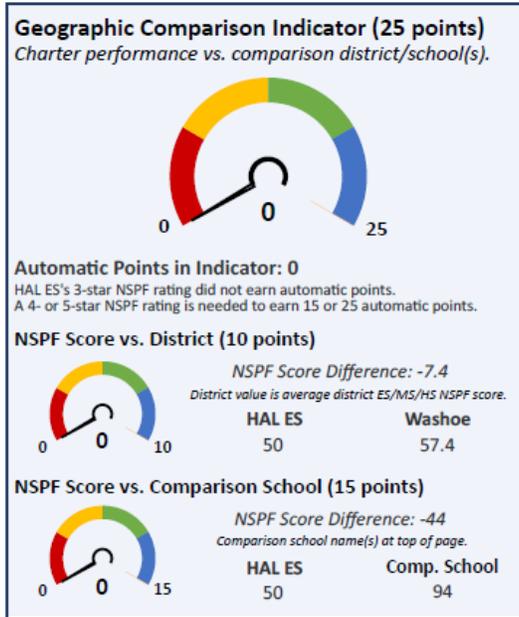
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	47.1	42.6	36.5	33.3	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	-	31.8	29.3	40	26.1	25.5
Pacific Islander	-	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

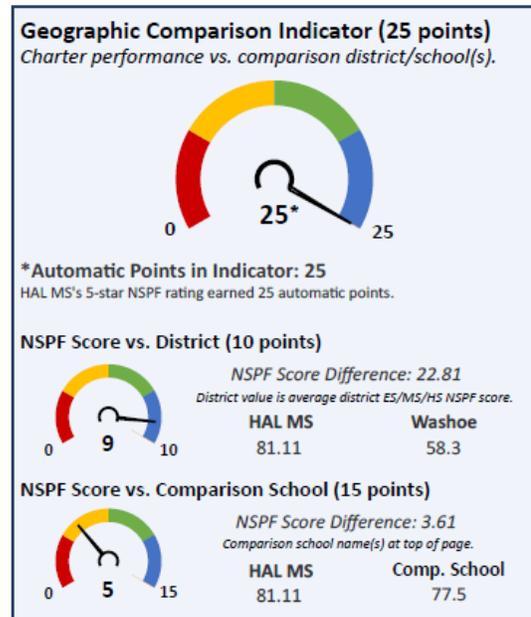
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.9	59.6	54.1	57.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	-	50.2	45.1	60	46.3	42.2
Pacific Islander	-	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

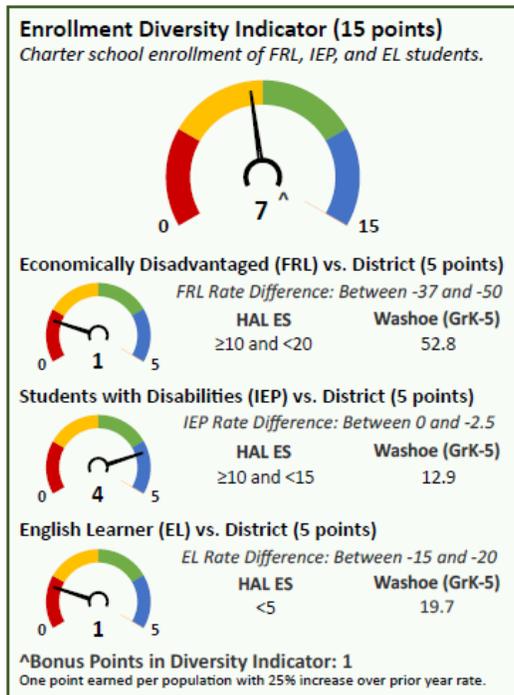


Middle School

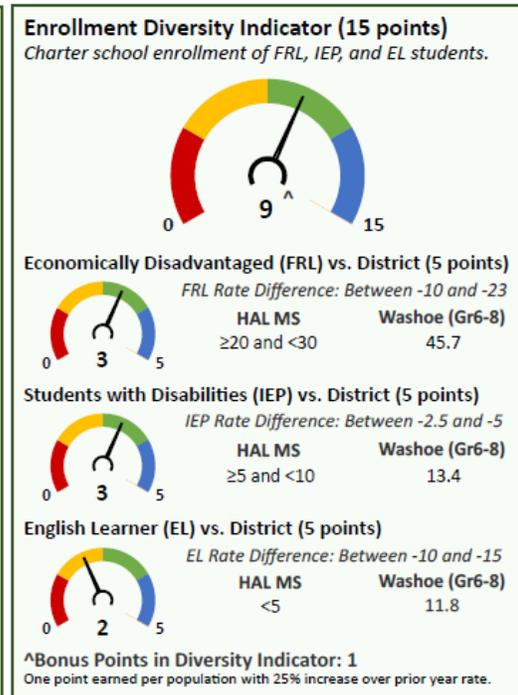


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	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.

¹ 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					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 1	Total: 4	Total:	Total:	Total:
	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.
	Total: 1	Total: 4	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 2	Total: 3	Total:	Total:	Total:
	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.
	Total: 2	Total: 3	Total:	Total:	Total:

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.
		Total: 4	Total: 1	Total:	Total:	Total:
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.
		Total: 1	Total: 4	Total:	Total:	Total:
	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.
			Total:	Total: 5	Total:	Total:

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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.
	Total: 1	Total: 3	Total: 1	Total:	Total:
	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.
	Total: 2	Total: 3	Total:	Total:	
Area 8 A Using Formative Assessment in Instruction	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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.
	Total: 1	Total: 4	Total:	Total:	Total:
	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.
	Total: 1	Total: 4	Total:	Total:	

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

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

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.

Appendix E



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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Academic Performance	4
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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

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."¹

¹ 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

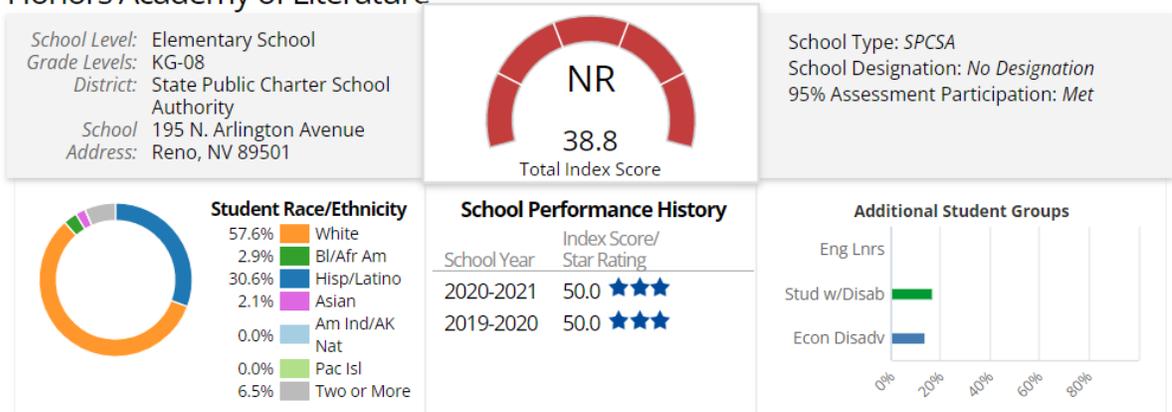
Nevada School Performance Framework 2022

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

Elementary School

Honors Academy of Literature

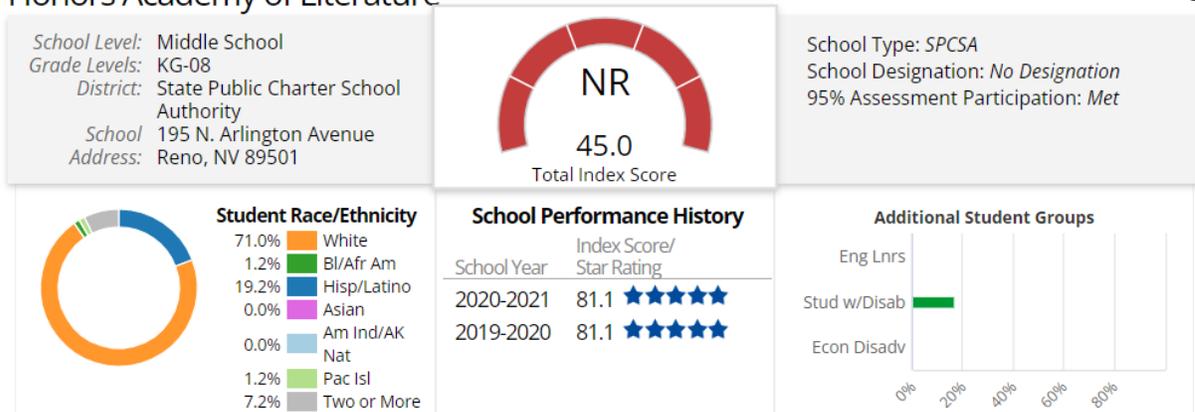
School Year 2021-2022 Nevada School Rating



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

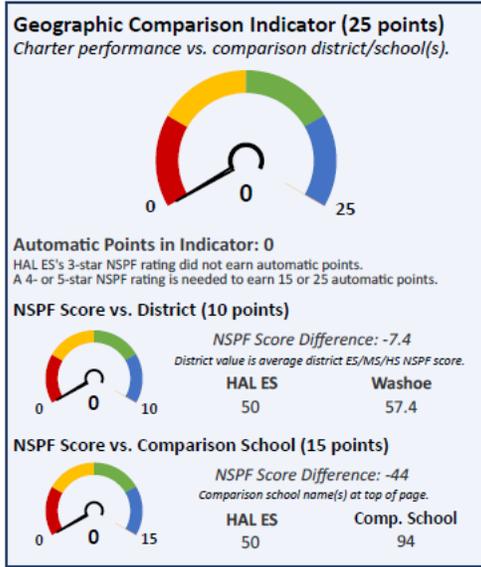
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	23.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	12.5	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	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

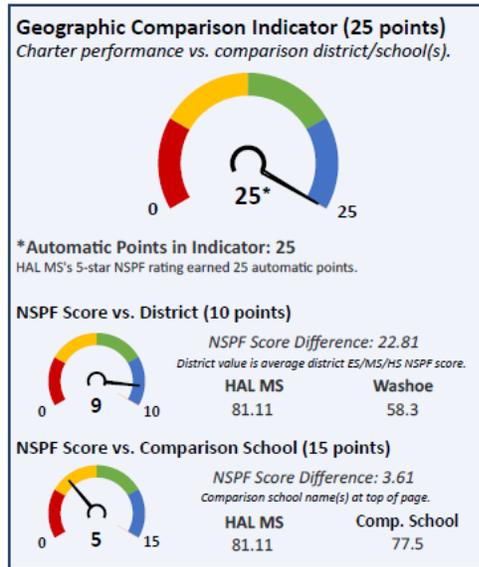
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	36.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	24.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	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 Report²

Elementary School

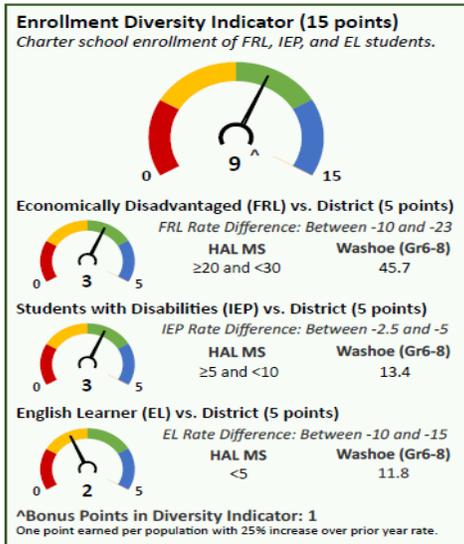


Middle School

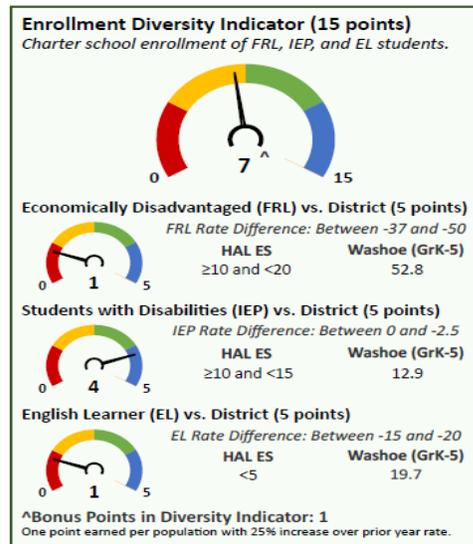


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



² 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

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 Board³:

- 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.”

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

FOCUS GROUP SUMMARIES

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 dyslexia⁴ 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.

⁴ 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 SuccessMaker⁵. 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 Ed⁶ 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.

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

⁶ 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 print⁷ 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 English⁸, 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.

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

⁸ 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
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 5	Total: 12	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 4	Total: 13	Total: 0	Total: 0	Total: 0

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

Classroom Instruction (continued)

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

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
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</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>
Indicator 3: Governance and Reporting	<p>Measure 3a: 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>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: 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>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) 	<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">Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	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"> 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. In both settings,(distance learning and in person) research has shown (<i>Fisher, Frey & Hattie, 2020</i>) that the following best practices apply. <ul style="list-style-type: none"> • 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). • Feedback in a high-trust environment must be integrated into the learning cycle. (<i>Fisher et al.,2020</i>) 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.
<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

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 language⁹ 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

⁹ 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.

Appendix F



2021-22 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Honors Academy of Literature

Address: 195 N Arlington Ave, Reno, NV 89501

Website: <http://www.academyoflit.org/>

Enrollment: 220

Grades Served: K-8

2021-22

2020-21

Meets the Standard

Meets the Standard

<p>1. CURRENT RATIO</p> <p>Meets Standard</p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p>Meets Standard</p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</p>	<p>3. ENROLLMENT FORECAST ACCURACY</p> <p>Not Rated</p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p>Meets Standard</p> <p>Is the school in default of loan covenants or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</p> <p>Does Not Meet Standard</p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p>Falls Far Below Standard</p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p>Does Not Meet Standard</p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.



2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

Honors Academy of Literature

Address: 195 N. Arlington Ave., Reno, NV 89501
Website: <http://www.academyoflit.org/>
Enrollment: 228
Grades Served: K-8

2020-21

Meets the Standard

2019-20

Meets the Standard

<p>1. CURRENT RATIO</p> <p>Meets Standard</p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p>Meets Standard</p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive</p>	<p>3. ENROLLMENT VARIANCE</p> <p>-</p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p>Meets Standard</p> <p>Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL</p> <p>Meets Standard</p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p>Meets Standard</p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

* Enrollment Variance ratings were not reported for the 2020-21 school year.

Honors Academy of Literature

Address: 195 N. Arlington Ave., Reno, NV 89501

Website: <http://www.academyoflit.org/>

Enrollment: 216

Grades Served: K-8

2019-20

2018-19

In Good Standing

N/A

<p>1. CURRENT RATIO</p> <p>Meets Standard</p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p>Meets Standard</p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</p>	<p>3. ENROLLMENT FORECAST ACCURACY</p> <p>-</p> <p>Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?</p>	<p>4. DEBT DEFAULT</p> <p>Meets Standard</p> <p>Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</p> <p>Falls Far Below Standard</p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p>Meets Standard</p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p>Meets Standard</p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p>Does Not Meet Standard</p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix G

Honors Academy of Literature

Address: 195 N. Arlington Ave., Reno, NV 89501

Website: <http://www.academyoflit.org/>

Enrollment: 220

Grades Served: K-8

2021-22

99.00
Meets Standards

2020-21

Meets
Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM

20 out of 20

1a. Is the school implementing the material terms of the education program as defined in the current charter contract?
5 out of 5

1b. Is the school complying with applicable education requirements?
5 out of 5

1c. Is the school protecting the rights of students with disabilities?
5 out of 5

1d. Is the school protecting the rights of English Language Learner (ELL) students?
5 out of 5

FINANCIAL MANAGEMENT

19 out of 20

2a. Is the school meeting financial reporting and compliance requirements?
5 out of 5

2b. Is the school following Generally Accepted Accounting Principles (GAAP)?
5 out of 5

2c. Is the school using the chart of accounts prescribed by the Department?
5 out of 5

2d. Is the school complying with applicable requirements for receiving grant funds?
4 out of 5

GOVERNANCE & REPORTING

20 out of 20

3a. Is the school complying with governance requirements?
6.7 out of 6.7

3b. Is the school holding management accountable?
6.7 out of 6.7

3c. Is the school complying with reporting requirements?
6.7 out of 6.7

STUDENTS & EMPLOYEES

20 out of 20

4a. Is the school protecting the rights of all students?
3.3 out of 3.3

4b. Is the school meeting attendance goals?
3.3 out of 3.3

4c. Is the school meeting recurrent enrollment requirements?
3.3 out of 3.3

4d. Is the school meeting teacher and other staff credentialing requirements?
3.3 out of 3.3

4e. Is the school complying with laws regarding employee rights?
3.3 out of 3.3

4f. Is the school completing required background checks?
3.3 out of 3.3

SCHOOL ENVIRONMENT

20 out of 20

5a. Is the school complying with facilities and transportation requirements?
10 out of 10

5b. Is the school complying with health and safety requirements?
10 out of 10

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Honors Academy of Literature

Address: 195 N. Arlington Ave., Reno, NV 89501

Website: <http://www.academyoflit.org/>

Enrollment: 228

Grades Served: K-8

2020-21



2019-20



SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Honors Academy of Literature

Address: 195 N. Arlington Ave., Reno, NV 89501

Website: <http://www.academyoflit.org/>

Enrollment: 216

Grades Served: k-8

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Appendix H

Joe Lombardo
Governor

STATE OF NEVADA

Jennifer Bauer
Interim Executive
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 • Fax (775) 687-9113

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 • Fax (702) 486-5543

ACTION MEMORANDUM

TO: SPCSA Board
FROM: Jennifer Bauer, Interim Executive Director
Katie Broughton, Director of Authorizing
SUBJECT: Agenda Item 11.b.iv: Recommendations for Honors Academy of Literature
Based on 2022-2023 Academic Performance
DATE: November 3, 2023

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework (NSPF) results for the 2022-2023 school year. All public schools in the state of Nevada are issued a star rating when all data points are available.

Additionally, all SPCSA-sponsored charter schools are evaluated on the SPCSA Academic Performance Framework (Framework), pursuant to [NRS 388A.273](#). The Framework provides additional metrics for charter school academic achievement and proficiency, including academic growth; disparities in academic achievement and proficiency; and graduation rates, as well as college and career readiness, when applicable.

Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next 3-5 years should academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns ([NRS 388A.300](#) and [388A.330](#)). Underperformance is defined by [NAC 388A.350](#) as any school receiving a rating below 3 stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework. As a reminder, the Authority has three levels of intervention when schools do not meet academic standards. These levels are as follows:

- Notice of Concern
- Notice of Breach
- Notice of Intent to Terminate

The academic performance of Honors Academy of Literature for the last five school years is provided below, as available.

- For the 2018-19 school year, NSPF index scores and star ratings were calculated, but SPCSA Academic Performance Framework (Framework) ratings are unavailable. They were informational only and not released publicly.
- For the 2019-2020 and 2020-2021 school years, NSPF index scores, NSPF star ratings, and SPCSA Academic Performance Framework ratings were not calculated due to the COVID-19 pandemic.
- For the 2021-22 school year, only NSPF index scores, not NSPF star ratings, were calculated. SPCSA Academic Performance Framework ratings were calculated.

While the 2022-23 academic performance of the middle school earned a 3-star rating on the NSPF and a Meets Standard on the SPCSA Academic Performance Framework, the elementary school did not meet the three-star NSPF or the Meets Standard on the SPCSA Academic Performance Framework threshold.

Honors Academy of Literature	2018-2019 Index Score	2018-2019 Star Rating	2021-2022 Index Score	2021-2022 Framework	2022-2023 Index Score	2022-2023 Star Rating	2022-2023 Framework
Elementary School	50	3	38.8	30.2- Does Not Meet Standard	23.3	1	19.9-Below Standard
Middle School	81.11	5	45.0	39.0- Does Not Meet Standard	60.5	3	65.3- Meets Standard

Per the Authority action on October 13, 2023, to issue a notice to schools with an NSPF rating of one- or two- stars and an SPCSA Academic Performance Framework rating of Below or Does Not meet Standard, SPCSA staff recommends that the Authority issue a Notice of Concern to Honors Academy of Literature regarding the elementary school program. Given this recommendation, SPCSA staff also plans to carefully review the school’s performance for the 2023-2024 school year. In addition, the school must include an academic goal in their School Performance Plan. This academic goal should measurably impact student academic performance.

Additionally, per [NRS 388A.367](#), any school rated 1- or 2- stars is required to mail a written notification to the parent or guardian of each pupil enrolled that includes information on the school’s star rating and a list of other public schools to which a pupil may transfer if the charter school closes or adopts changes which a parent or legal guardian finds unacceptable. The school must also post a notification on their website. Finally, [NRS 388A.367](#) requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notification so as to provide all stakeholders the opportunity to discuss actions and solicit feedback for continued academic growth and improvement. Staff will monitor compliance with these statutory requirements.

Proposed Motion: Approve the recommendation of SPCSA staff to issue a Notice of Concern to Honors Academy of Literature—Elementary.