

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for
Elko Institute for Academic Achievement

Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 26, 2025

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1. School Overview

- a. Address:
- 950 W Main St, Elko, NV 89801

- b. Campus Location and Enrollment Cap:

- Elko County
- Enrollment Cap:

	2024-25	2025-26
Grade Levels	K-8	K-8
Enrollment Cap	396	396

- c. Governing Board Members¹

- Chair – Nathan Mildren
- Vice Chair – Brandy Anderson
- Treasurer – James Winer
- Secretary – Jesse James
- Member – Cathy Smales
- Member – Christine Whetten
- Member – Demar Dahl

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

Academic data available for the current charter term are displayed below, including:

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.
- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

¹ Board Member information based on Epicenter Board Center

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA 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 Low-performing school identifications required of NDE under federal law ([20 USC §6311](#)).

2021–22 NSPF Index Score	Elementary: 78.3 Middle: 93.8
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 84.9 / Exceeds Standard Middle: 96.2 / Exceeds Standard
2022–23 NSPF Index Score / Star Rating	Elementary: 86.1 / 5-star Middle: 94.4 / 5-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 88.6 / Exceeds Standard Middle: 95.6 / Exceeds Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 78.3 / 4-star Middle: 90.5 / 5-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 86.9 / Exceeds Standard Middle: 93.3 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

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

Year	Findings & Framework Results
2021–22	Meets the Standard
2022–23	Meets the Standard
2023–24	Meets the Standard

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

Year	Findings & Framework Results
2021–22	Meets Standards
2022–23	Meets Standards
2023–24	Meets Standards

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.⁴

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2021–22	2022–23	2023–24	2024–25
K	22	22	44	44
1	22	22	44	46
2	22	22	43	44
3	22	22	44	46
4	22	22	44	46
5	21	22	23	46
6	24	22	23	46
7	22	22	22	45
8	19	21	22	35
Total	196	197	309	398

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2021–22	196	2.5	3.0	59.1	25.5	0.5	9.1	0.0	*	41.8	15.8
2022–23	197	3.5	4.0	54.8	26.9	2.5	8.1	0.0	*	43.6	17.7
2023–24	309	1.6	2.2	52.7	32.3	1.9	9.0	0.0	*	>95.0	13.9
2024–25	398	1.0	2.5	57.7	30.6	2.0	6.0	0.0	<5.0	28.6	15.3

2024–25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Elko County	8.6	48.3	13.2

⁴ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and 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.

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

The Authority Board has issued the following Notices to Elko Institute for Academic Achievement:

- a. Academic
The Authority Board has not issued any Academic Notices to Elko Institute for Academic Achievement.
- b. Financial
The Authority Board has not issued any Financial Notices to Elko Institute for Academic Achievement.
- c. Organizational
The Authority Board has not issued any Organizational Notices to Elko Institute for Academic Achievement.
- d. Site Evaluations
SPCSA staff has not identified deficiencies during a site evaluation at Elko Institute for Academic Achievement.

3. Summary of Overall Performance

Regarding academic performance, Elko Institute for Academic Achievement currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, both the elementary and middle schools have been above or exceeded state and SPCSA academic standards. Copies of the NSPF and SPCSA Academic Performance Framework ratings are included as Appendices A and B.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Elko Institute for Academic Achievement to be strong. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term. Copies of the Financial Performance Framework reports are included as Appendix D.

The organizational health and performance of the school has been strong over the current charter term. Elko Institute for Academic Achievement earned a Meets Standard rating on all of the SPCSA Organizational Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix E.

Finally, SPCSA staff has conducted two site evaluations of Elko Institute for Academic Achievement during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a strong leadership team and staff, effective board governance, strong levels of student engagement, and a dedicated special education program. The most recent site evaluation from 2023–24 identified new challenges related to funding and a new facility that the school has continued to work through during the charter term. See Appendix C for more details on the Elko Institute for Academic Achievement 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, 2025⁵. This template will be provided to schools no later than July 31, 2025.

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 388A.285 \(1\)\(d\)](#)

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.

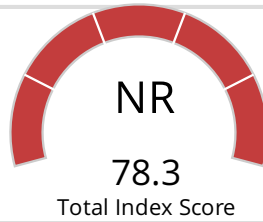
Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in [NRS 388A.285](#)(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term 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: Nevada School Performance Framework Star Rating
Descriptors / Score Ranges and School Reports**

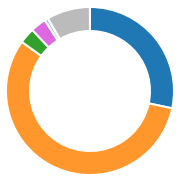
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥ 27 to <50 Middle: ≥ 29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥ 50 to <67 Middle and high: ≥ 50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥ 67 to <84 Middle: ≥ 70 to <80 High: ≥ 70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥ 84 to 100 Middle: ≥ 80 to 100 High: ≥ 82 to 100

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1031 Railroad St Ste 107
 Elko, NV 89801



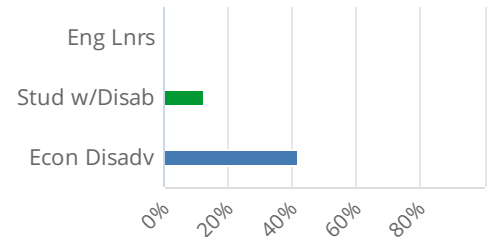
School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Met

**Student Race/Ethnicity**

56.4% White
 3.0% BI/Afr Am
 28.2% Hisp/Latino
 3.0% Asian
 0.7% Am Ind/AK Nat
 N/A% Pac Isl
 8.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	31.1 ★★
2019-2020	31.1 ★★

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 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.

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.

2021-2022 School Performance**Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	54.6	49.2
Math Proficiency	60.0	49.2
ELA Proficiency	58.4	55.4
Science Proficiency	27.2	30.4
Read-by-Grade-3 Proficiency	61.9	51.8

**Growth Indicator**

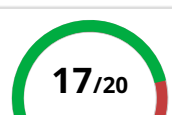
Measure	School Median	District Median
Math MGP	47.5	52.0
ELA MGP	61.0	53.0
School Rate		District Rate
Met Math AGP Target	47.6	53.1
Met ELA AGP Target	57.1	61.2

**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4

**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	8.3	21.7
Climate Survey Participation	>95	N/A

**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	38.0	40.9
Prior Non-Proficient Met ELA AGP Target	50.0	52.2

Climate Survey Participation is not a point-earning measure.

**Academic Achievement**

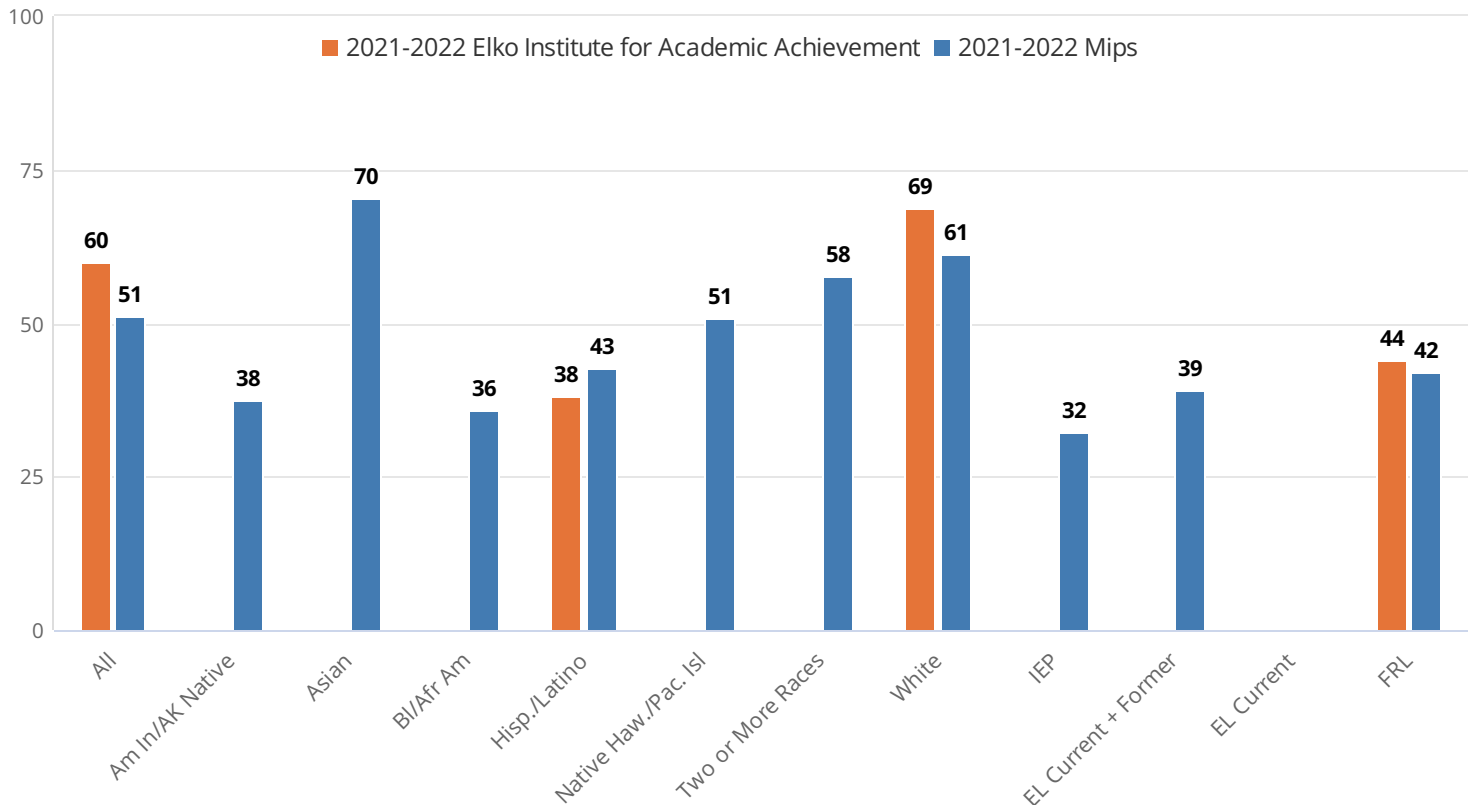
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 16/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	54.6	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	60.0	49.2	51.1			
American Indian/Alaska Native	N/A	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	38.0	37.9	42.7			
Pacific Islander	N/A	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	68.7	60.7	61.3			
Special Education	-	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	44.0	35.6	42			

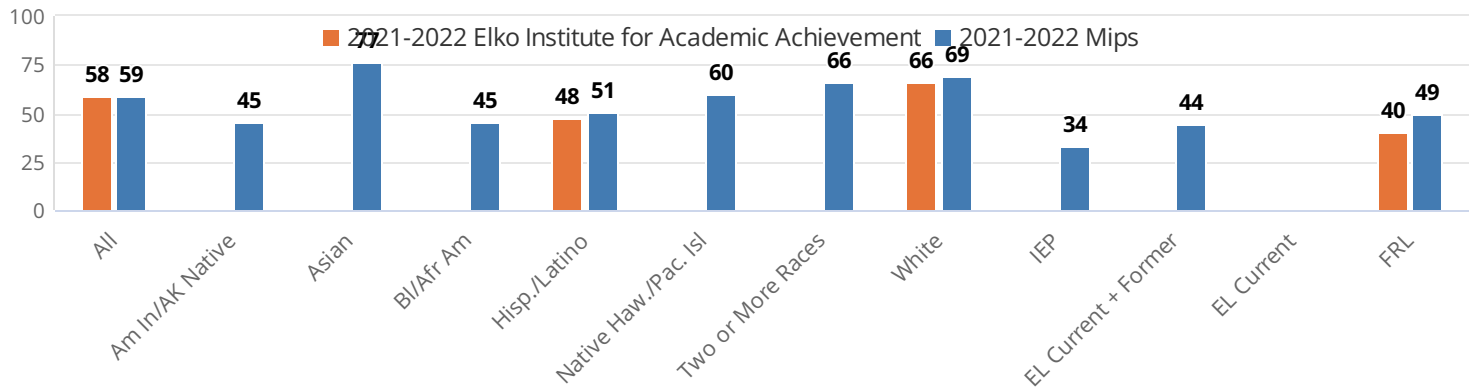
**Math Assessments
% Proficient**



Academic Achievement

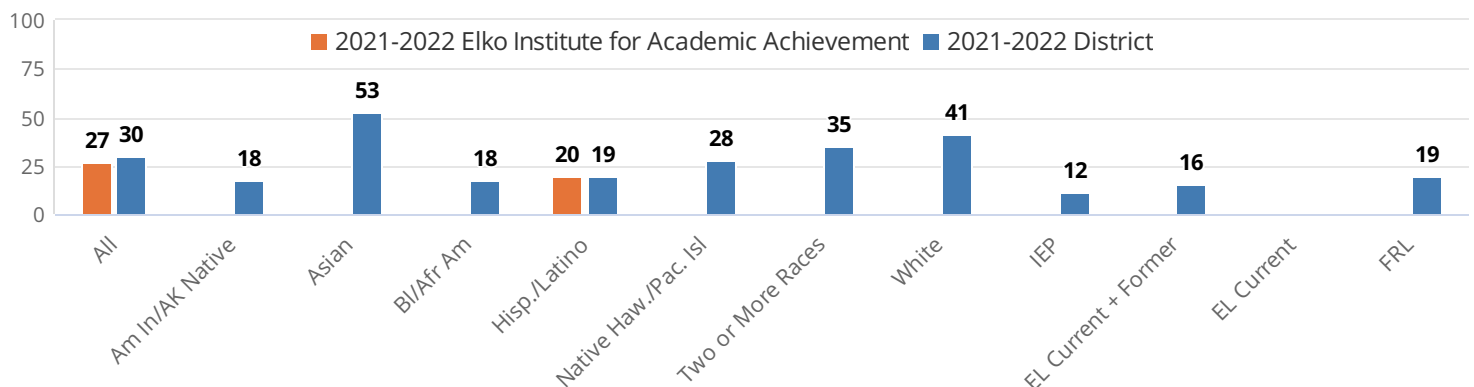
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	58.4	55.4	59.2			
American Indian/Alaska Native	N/A	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	47.6	45.1	50.8			
Pacific Islander	N/A	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	65.6	65.5	69			
Special Education	-	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	40.0	42.8	49.4			

ELA Assessments
% Proficient

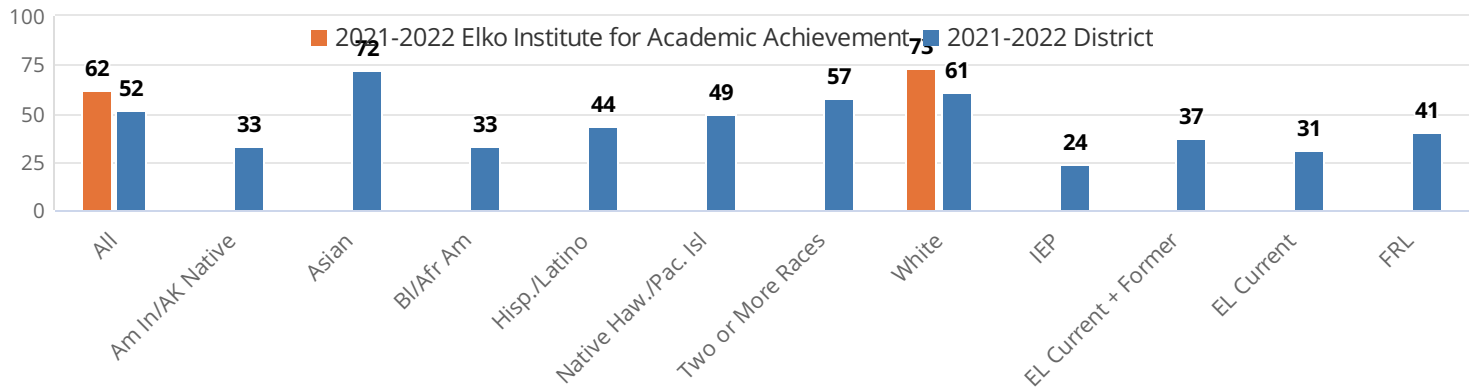
Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	27.2	30.4		
American Indian/Alaska Native	N/A	17.6		
Asian	-	52.9		
Black/African American	N/A	17.6		
Hispanic/Latino	20.0	19.2		
Pacific Islander	N/A	28.3		
Two or More Races	-	34.9		
White/Caucasian	-	40.8		
Special Education	-	11.6		
English Learners Current + Former	N/A	15.8		
English Learners Current	N/A	<5		
Economically Disadvantaged	-	19.4		

Science Assessments
% Proficient

**Academic Achievement****Read by Grade 3 Proficient**

Groups	2022 %	2022 % District	Read by Grade 3 Points Earned: 4/5	
			2021 %	2021 % District
All Students	61.9	51.8		
American Indian/Alaska Native	N/A	33.3		
Asian	-	71.7		
Black/African American	-	33.0		
Hispanic/Latino	-	43.5		
Pacific Islander	N/A	49.2		
Two or More Races	-	57.4		
White/Caucasian	72.7	60.8		
Special Education	-	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	-	40.5		

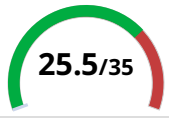
**Read by Grade 3
% Proficient**

**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	N/A	N/A		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

**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: 4/10****ELA MGP Points Earned: 9/10**

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	47.5	52.0	61.0	53.0				
American Indian/Alaska Native	N/A	54.0	N/A	60.5				
Asian	-	60.0	-	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	54.0	49.0	49.0	51.0				
Pacific Islander	N/A	57.0	N/A	57.0				
Two or More Races	-	54.5	-	53.0				
White/Caucasian	45.5	55.0	63.5	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	47.0	49.0	52.0	49.0				

AGP Growth Data**Math AGP Points Earned: 6.5/7.5****ELA AGP Points Earned: 6/7.5**

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	47.6	53.1	57.1	61.2				
American Indian/Alaska Native	N/A	45.7	N/A	66.6				
Asian	-	68.8	-	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	43.7	45.0	50.0	55.4				
Pacific Islander	N/A	50.4	N/A	61.9				
Two or More Races	-	59.6	-	62.7				
White/Caucasian	50.0	59.6	70.0	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	42.1	43.7	42.1	53.5				

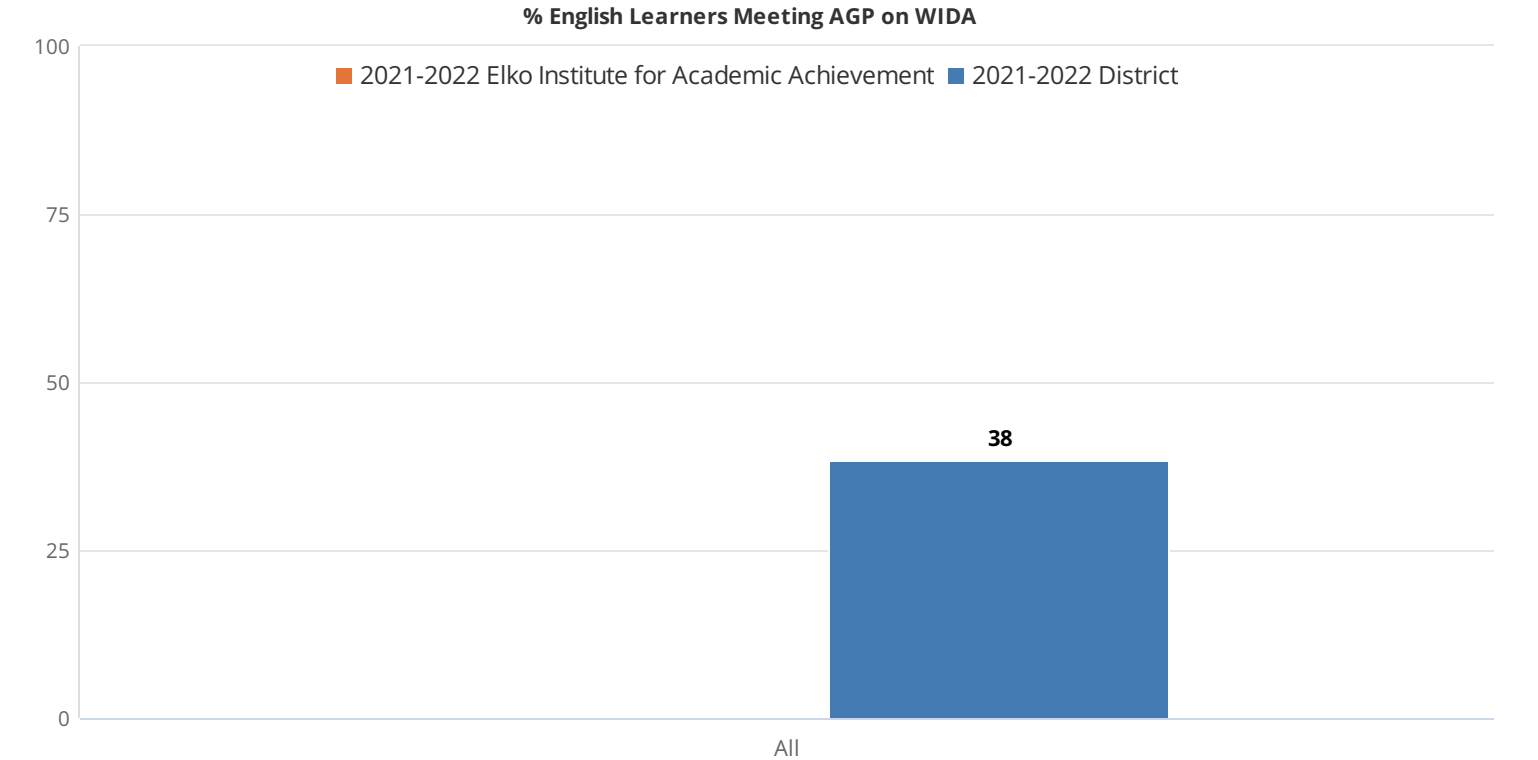
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

N/A

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



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.

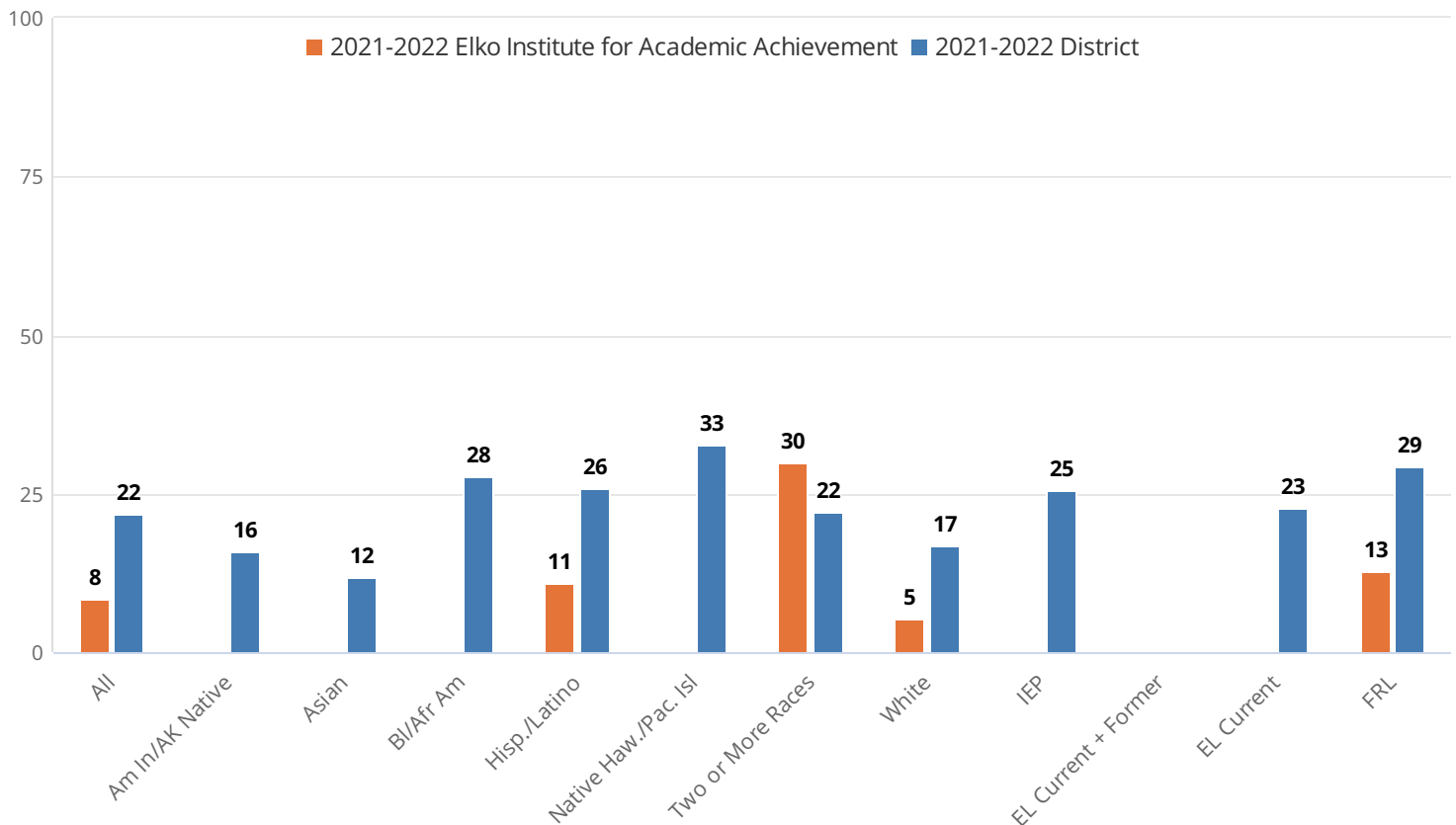
Groups	Math AGP Points Earned: 8/10				ELA AGP Points Earned: 9/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	38.0	40.9	50.0	52.2				
American Indian/Alaska Native	N/A	40.7	N/A	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	N/A	49.4				
Hispanic/Latino	50.0	36.3	50.0	49.2				
Pacific Islander	N/A	43.2	N/A	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	-	47.9	50.0	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	N/A	41.7				
Economically Disadvantaged	33.3	35.5	41.6	47.6				

**Student Engagement**

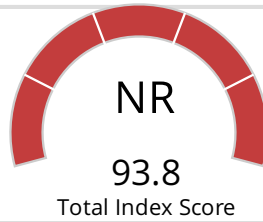
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 8/10**

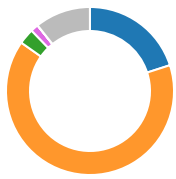
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	8.3	21.7		
American Indian/Alaska Native	-	15.8		
Asian	-	11.9		
Black/African American	-	27.6		
Hispanic/Latino	10.8	25.8		
Pacific Islander	N/A	32.8		
Two or More Races	30.0	22.2		
White/Caucasian	5.3	16.9		
Special Education	<5	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	22.6		
Economically Disadvantaged	12.7	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA**Chronic Absenteeism Rate (%)**

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1031 Railroad St Ste 107
 Elko, NV 89801



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



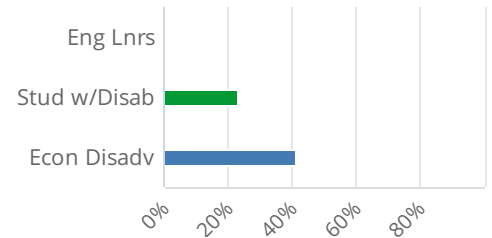
Student Race/Ethnicity

64.6% White
 3.0% BI/Afr Am
 20.0% Hisp/Latino
 1.5% Asian
 N/A% Am Ind/AK Nat
 N/A% Pac Isl
 10.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	84.4 ★★★★★
2019-2020	84.4 ★★★★★

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 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.

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.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	60.5	46.6
Math Proficiency	53.2	36.5
ELA Proficiency	64.5	57.3
Science Proficiency	72.2	44.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	85.0	56.0
ELA MGP	69.5	55.0
School Rate		District Rate
Met Math AGP Target	64.8	40.8
Met ELA AGP Target	75.9	60.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.6	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	80.9	91.1
Climate Survey Participation	>95	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	54.2	23.5
Prior Non-Proficient Met ELA AGP Target	72.4	38.0

Climate Survey Participation is not a point-earning measure.

**Academic Achievement**

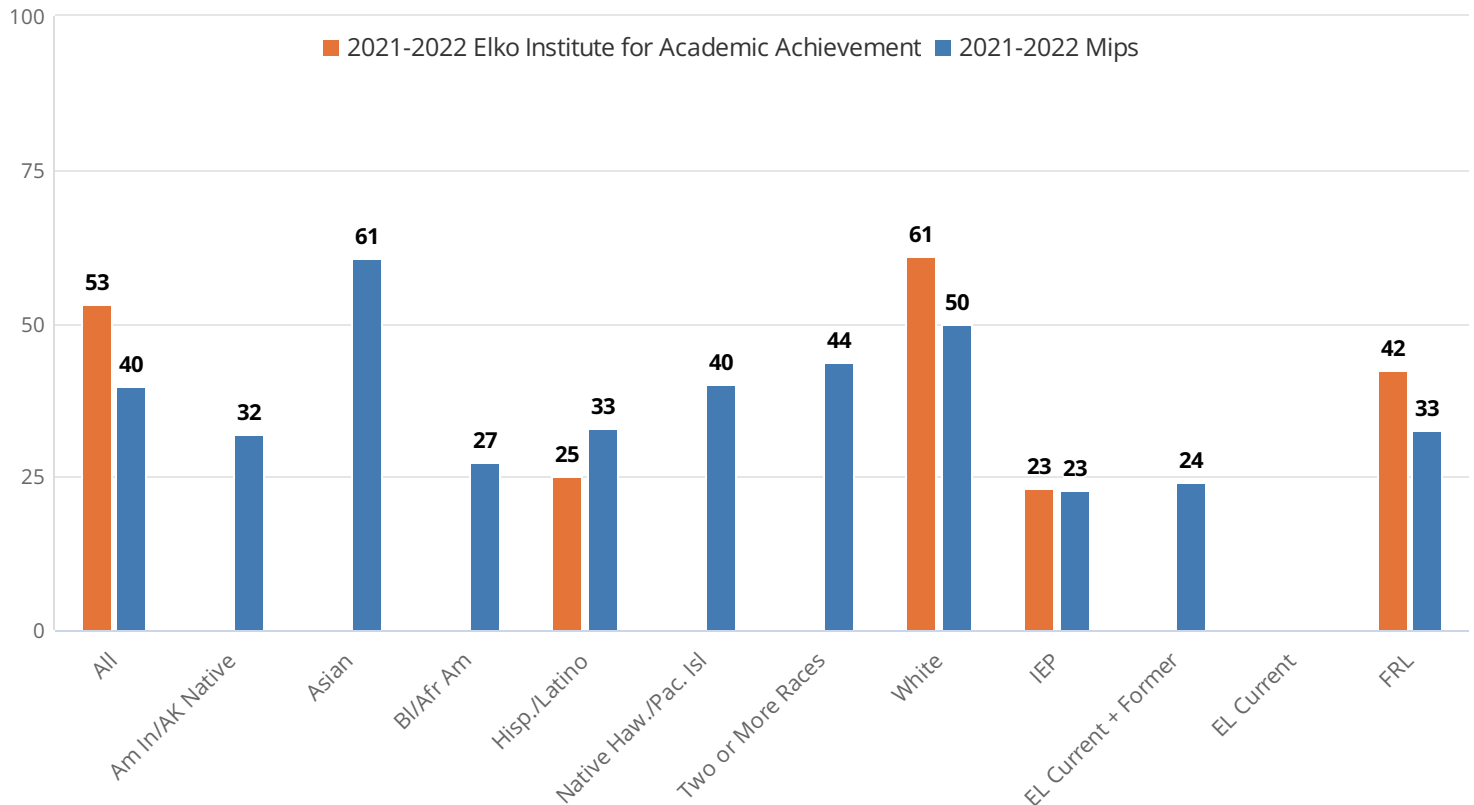
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	60.5	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	53.2	36.5	39.7			
American Indian/Alaska Native	N/A	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	25.0	26.4	32.8			
Pacific Islander	N/A	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	60.9	48.1	49.8			
Special Education	23.0	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	42.3	23.9	32.7			

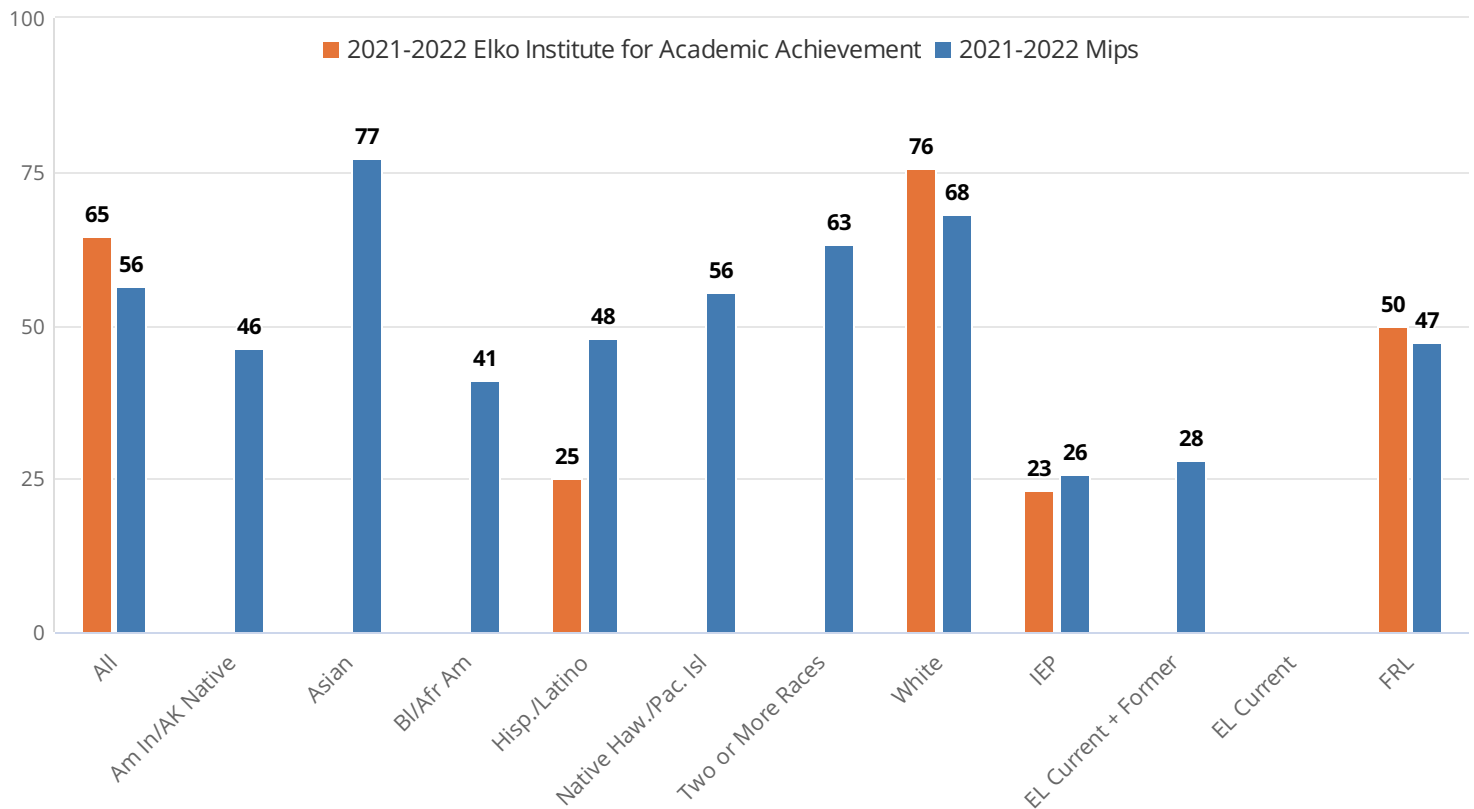
**Math Assessments
% Proficient**



Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	64.5	57.3	56.4			
American Indian/Alaska Native	N/A	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	25.0	48.2	47.9			
Pacific Islander	N/A	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	75.6	67.2	68			
Special Education	23.0	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	50.0	45.9	47.1			

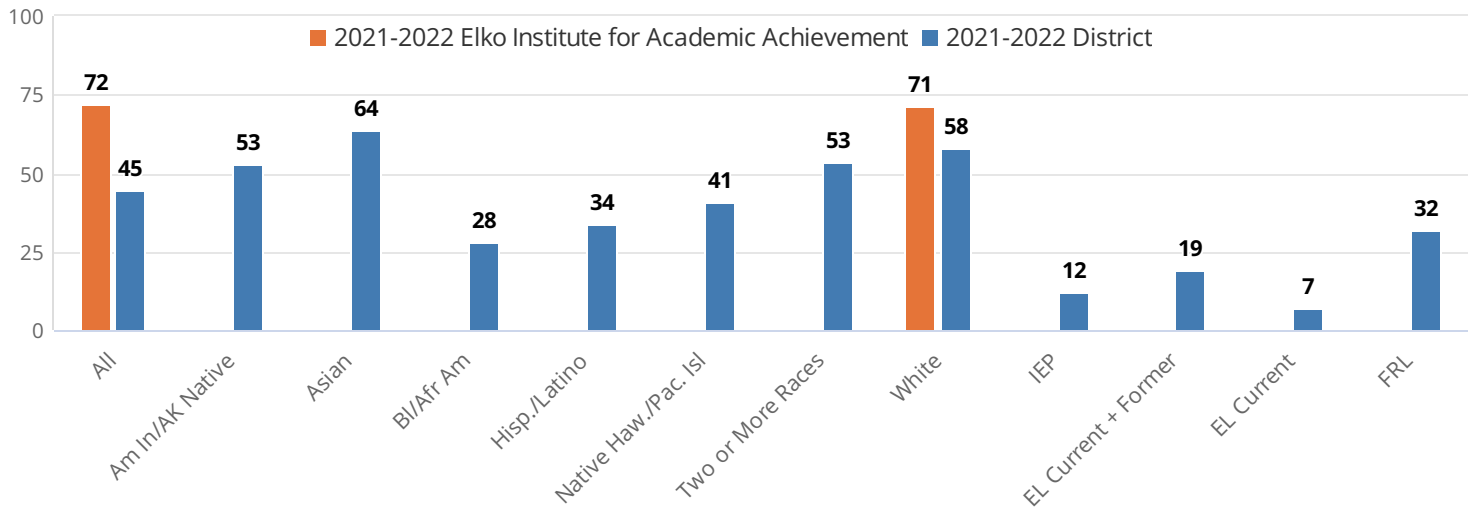
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	72.2	44.9		
American Indian/Alaska Native	N/A	52.6		
Asian	N/A	63.9		
Black/African American	-	28.3		
Hispanic/Latino	-	33.7		
Pacific Islander	N/A	40.5		
Two or More Races	N/A	53.3		
White/Caucasian	71.4	57.8		
Special Education	-	12.0		
English Learners Current + Former	N/A	19.4		
English Learners Current	N/A	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 Studentss	>=95%	>=95%		
American Indian/Alaska Native	N/A	N/A		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	-	-		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		



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: 10/10

ELA MGP Points Earned: 10/10

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	85.0	56.0	69.5	55.0				
American Indian/Alaska Native	N/A	53.5	N/A	55.5				
Asian	-	61.0	-	61.0				
Black/African American	-	52.0	-	54.0				
Hispanic/Latino	89.0	54.0	41.0	54.0				
Pacific Islander	N/A	53.5	N/A	55.0				
Two or More Races	-	57.0	-	55.0				
White/Caucasian	82.0	57.0	79.0	56.0				
Special Education	82.0	44.0	69.0	43.0				
English Learners Current + Former	-	54.0	-	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	88.0	54.0	79.0	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

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	64.8	40.8	75.9	60.4				
American Indian/Alaska Native	N/A	37.5	N/A	64.2				
Asian	-	63.7	-	77.2				
Black/African American	-	24.7	-	49.7				
Hispanic/Latino	54.5	31.4	45.4	52.7				
Pacific Islander	N/A	36.8	N/A	59.5				
Two or More Races	-	43.8	-	65.6				
White/Caucasian	65.7	50.7	85.7	67.2				
Special Education	45.4	12.9	54.5	26.3				
English Learners Current + Former	-	25.2	-	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	47.3	29.9	68.4	51.8				

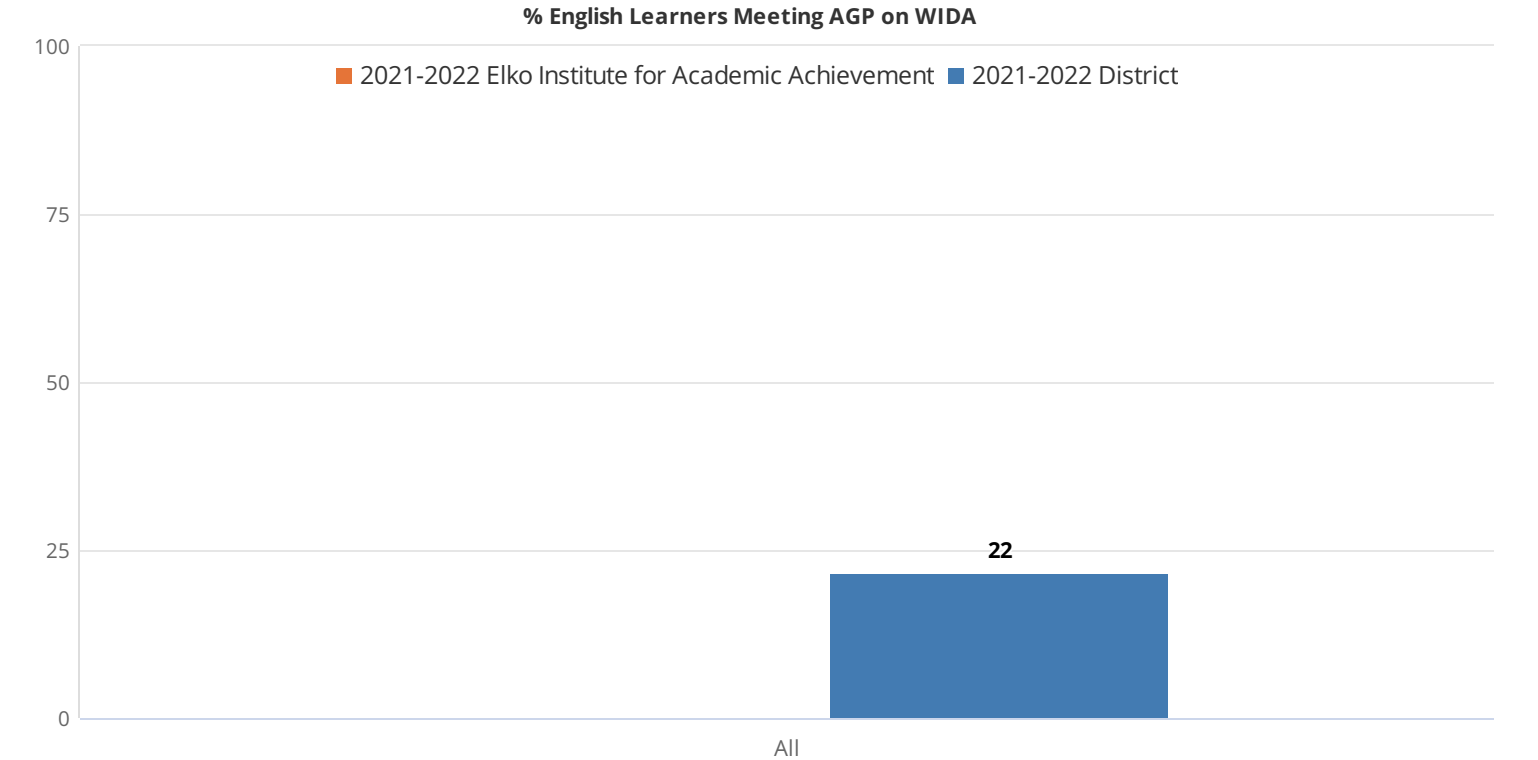
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

N/A

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			



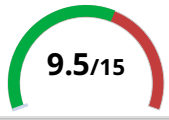
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



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: 10/10				ELA AGP Points Earned: 10/10			
	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	54.2	23.5	72.4	38.0				
American Indian/Alaska Native	N/A	25.0	N/A	52.0				
Asian	N/A	38.5	N/A	51.3				
Black/African American	-	16.6	-	33.6				
Hispanic/Latino	-	20.3	-	35.8				
Pacific Islander	N/A	24.8	N/A	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	47.6	28.8	78.9	40.2				
Special Education	-	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	43.7	19.7	69.2	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.

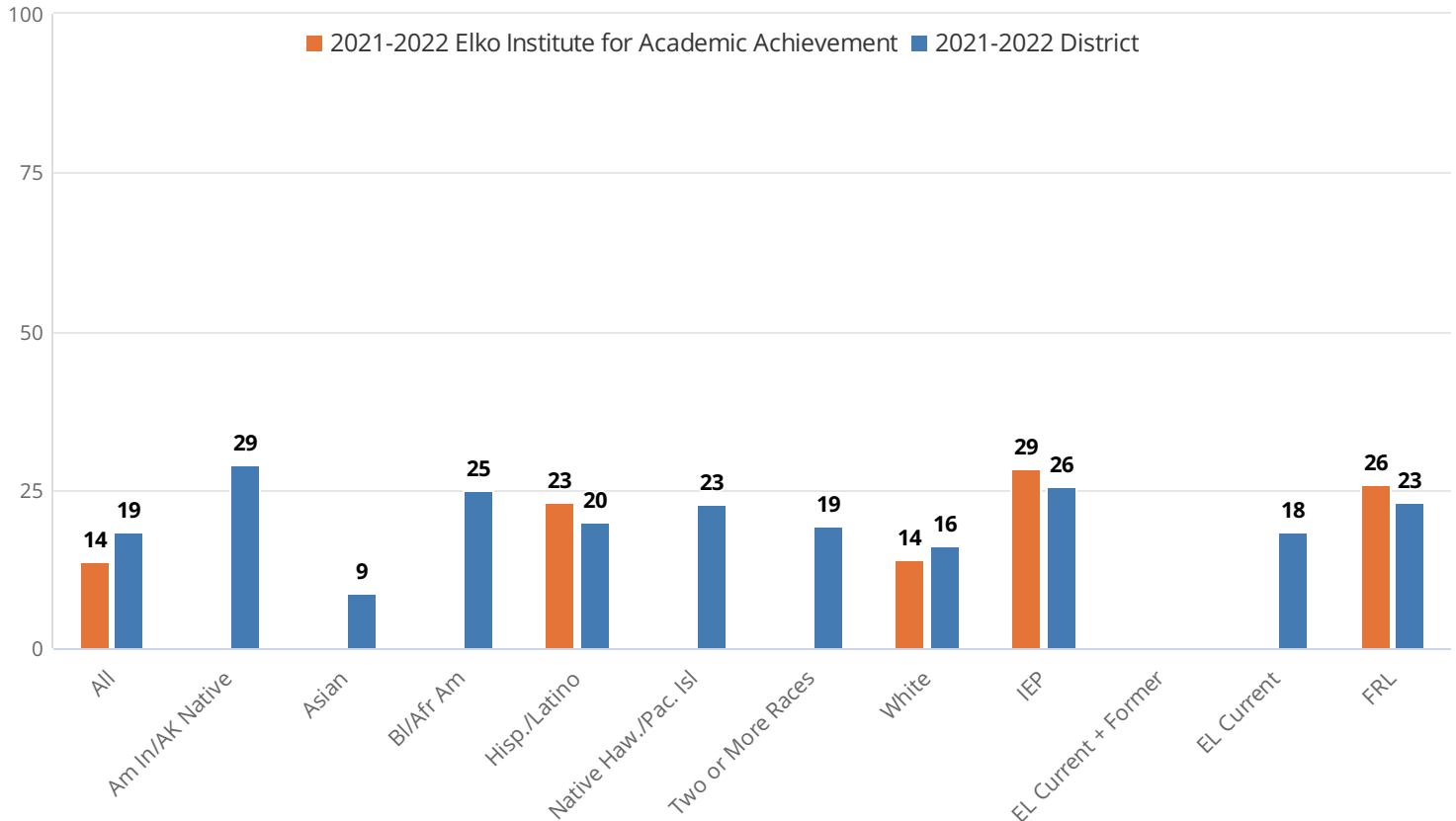
Chronic Absenteeism

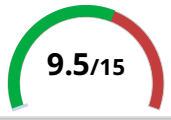
Chronic Absenteeism Points Earned: 5.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	13.6	18.5		
American Indian/Alaska Native	N/A	28.9		
Asian	-	8.7		
Black/African American	-	24.9		
Hispanic/Latino	23.0	19.9		
Pacific Islander	N/A	22.7		
Two or More Races	-	19.4		
White/Caucasian	13.9	16.1		
Special Education	28.5	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	25.9	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

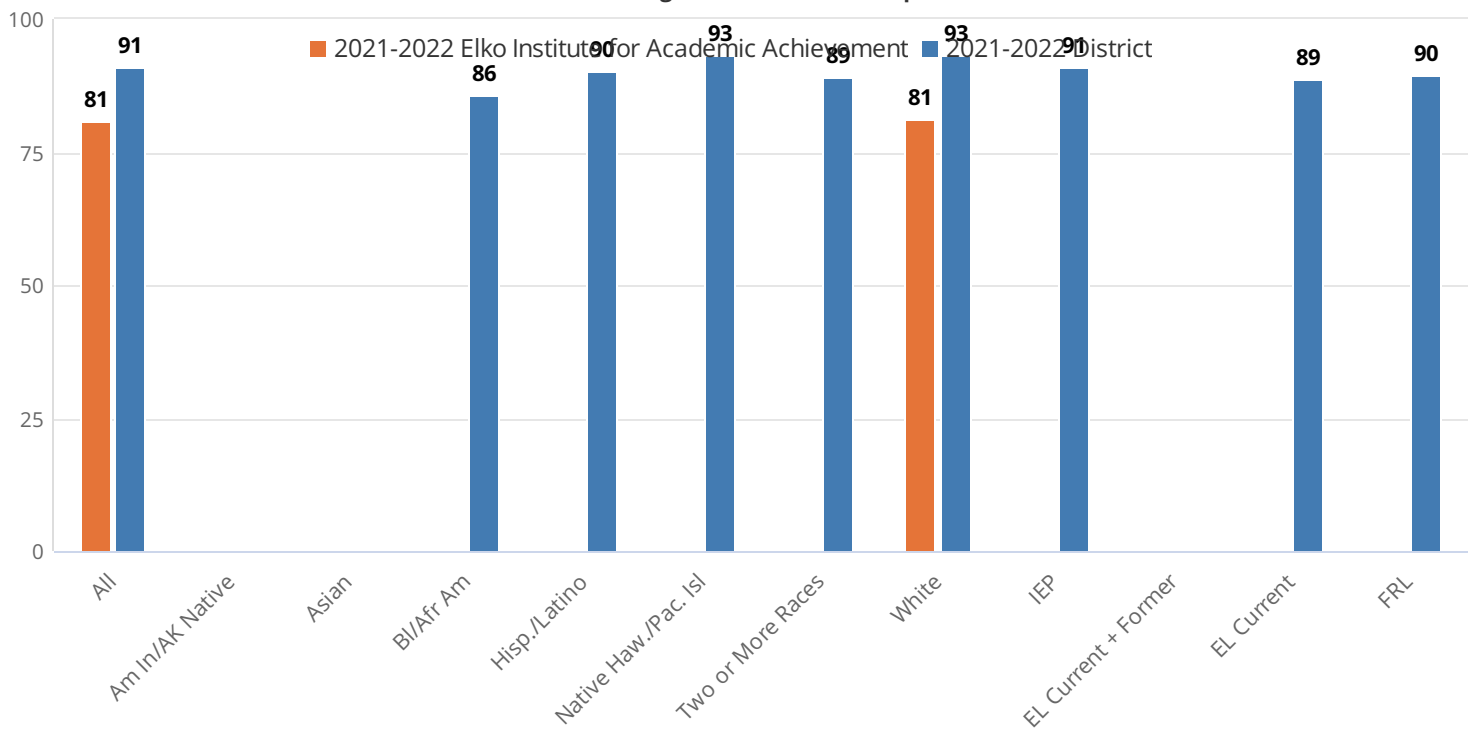
Academic Learning Plans

Groups	2022 % Academic Learning Plans	2022 % District	Academic Learning Plans Points Earned 2/2	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95			
American Indian/Alaska Native	N/A	>95			
Asian	-	>95			
Black/African American	-	>95			
Hispanic/Latino	>95	>95			
Pacific Islander	N/A	>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	>95			

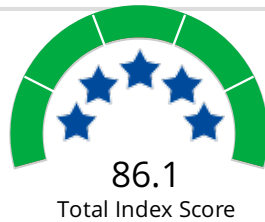
NAC 389.445 Credit Requirements

Groups	2022 % Credit Requirements Met	2022 % District	NAC 389.445 Credit Requirements Points Earned 2/3	2021 % Credit Requirements Met	2021 % District
All Students	80.9	91.1			
American Indian/Alaska Native	N/A	>95			
Asian	N/A	>95			
Black/African American	-	85.9			
Hispanic/Latino	-	90.3			
Pacific Islander	N/A	93.3			
Two or More Races	N/A	89.2			
White/Caucasian	81.2	93.3			
Special Education	-	91.0			
English Learners Current + Former	N/A	N/A			
English Learners Current	N/A	88.7			
Economically Disadvantaged	-	89.5			

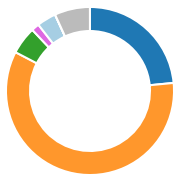
% of Students Meeting 8th Grade Credit Requirements



School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1031 Railroad St Ste 107
 Elko, NV 89801



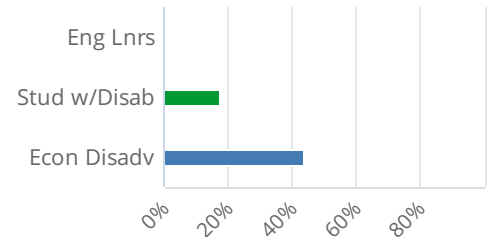
School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met

**Student Race/Ethnicity**

59.0% White
 5.3% BI/Afr Am
 23.4% Hisp/Latino
 1.5% Asian
 3.7% Am Ind/AK Nat
 N/A% Pac Isl
 6.8% Two or More

School Performance History

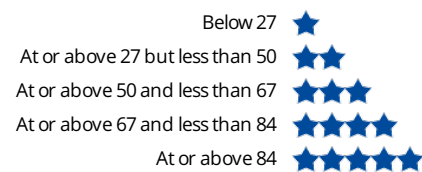
School Year	Index Score/Star Rating
2021-2022	78.3 NR
2020-2021	31.1 ★★

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?**2022-2023 School Performance****Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	54.3	50.0
Math Proficiency	56.2	52.0
ELA Proficiency	60.9	54.6
Science Proficiency	28.5	29.8
Read-by-Grade-3 Proficiency	50.0	52.6

**Growth Indicator**

Measure	School Median	District Median
Math MGP	59.0	55.0
ELA MGP	71.0	55.0
	School Rate	District Rate
Met Math AGP Target	51.2	50.8
Met ELA AGP Target	68.2	52.9

**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	41.5

**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	>95	N/A

**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	31.2	31.9
Prior Non-Proficient Met ELA AGP Target	55.0	37.1

** 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**

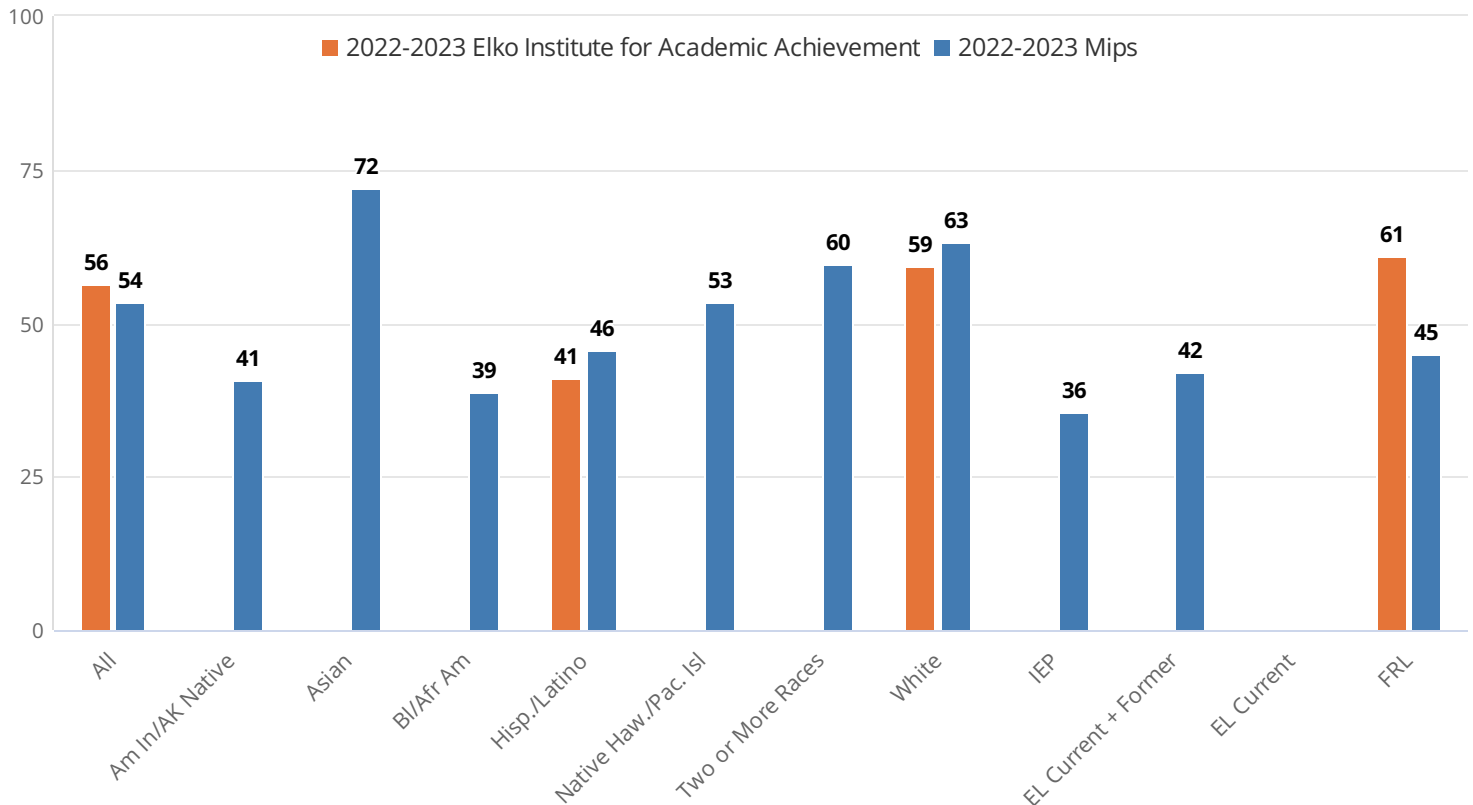
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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 Points Earned: 16/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.3	50.0	54.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.2	52.0	53.5	60.0	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	41.1	42.2	45.5	38.0	37.9	42.7
Pacific Islander	N/A	49.0	53.4	N/A	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	59.4	63.7	63.3	68.7	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6		-	25.5	
Economically Disadvantaged	60.8	39.0	44.9	44.0	35.6	42

**Math Assessments
% Proficient**

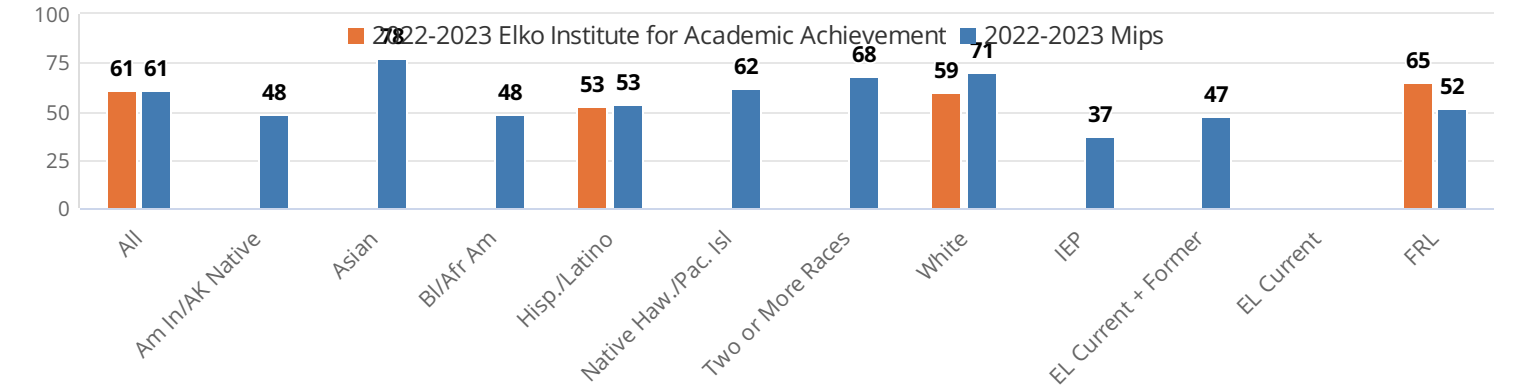
19/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	60.9	54.6	61.2	58.4	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	52.9	45.9	53.2	47.6	45.1	50.8
Pacific Islander	N/A	49.0	62	N/A	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	59.4	64.4	70.6	65.6	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	65.2	42.0	51.9	40.0	42.8	49.4

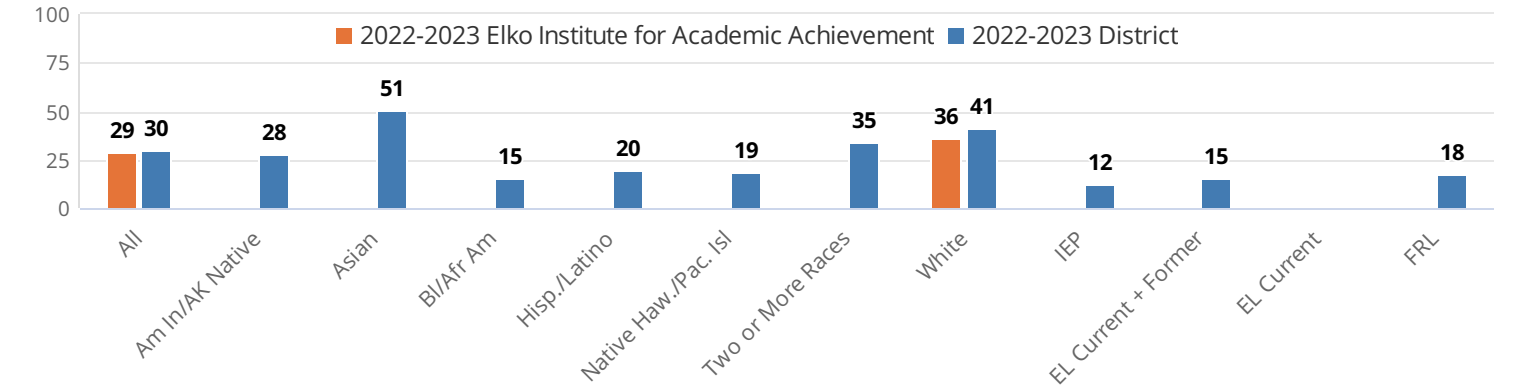
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	28.5	29.8	27.2	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	N/A	51.0	-	52.9
Black/African American	-	15.3	N/A	17.6
Hispanic/Latino	-	19.5	20.0	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	36.3	40.9	-	40.8
Special Education	-	12.2	-	11.6
English Learners Current + Former	N/A	15.1	N/A	15.8
English Learners Current	N/A	<5	N/A	<5
Economically Disadvantaged	-	17.6	-	19.4

Science Assessments
% Proficient

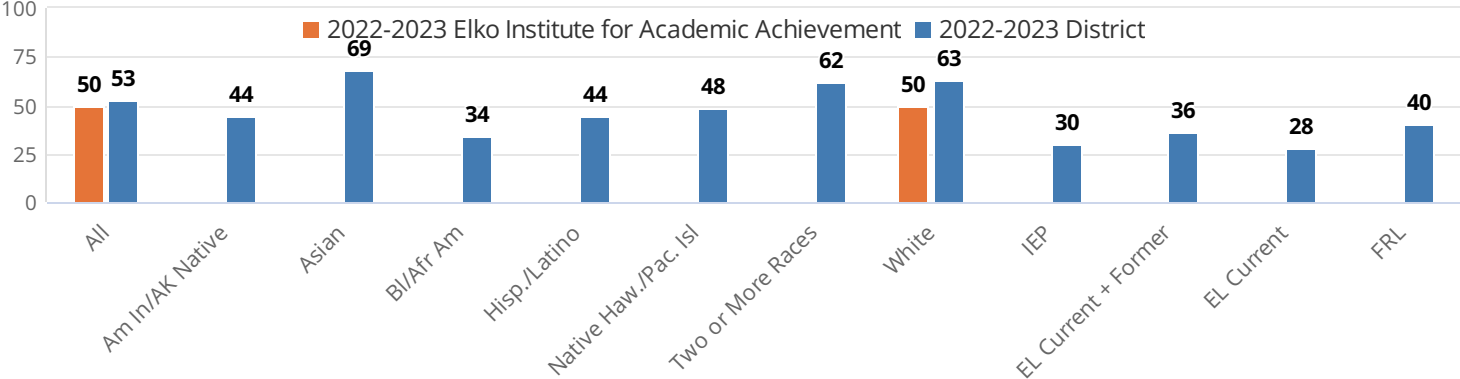




Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	50.0	52.6	61.9	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	N/A	68.5	-	71.7
Black/African American	-	33.9	-	33.0
Hispanic/Latino	-	44.2	-	43.5
Pacific Islander	N/A	48.4	N/A	49.2
Two or More Races	N/A	62.3	-	57.4
White/Caucasian	50.0	62.5	72.7	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	N/A	27.6	-	30.7
Economically Disadvantaged	-	40.3	-	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: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
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	>=95%	>=95%	>=95%	>=95%

'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: 8/10

ELA MGP Points Earned: 10/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	59.0	55.0	71.0	55.0	47.5	52.0	61.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	-	52.0	-	50.0	-	49.0	-	53.0
Hispanic/Latino	30.0	54.0	68.0	53.0	54.0	49.0	49.0	51.0
Pacific Islander	N/A	60.5	N/A	55.5	N/A	57.0	N/A	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	59.0	56.0	68.0	57.0	45.5	55.0	63.5	55.0
Special Education	-	49.0	-	51.0	-	46.0	-	43.0
English Learners Current + Former	-	55.0	-	54.0	-	47.0	-	49.0
English Learners Current	-	54.0	-	53.0	-	44.0	-	44.0
Economically Disadvantaged	32.0	54.0	60.0	53.0	47.0	49.0	52.0	49.0

AGP Growth Data

Math AGP Points Earned: 7/7.5

ELA AGP Points Earned: 7.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	51.2	50.8	68.2	52.9	47.6	53.1	57.1	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	-	38.1	-	42.1	-	41.8	-	55.8
Hispanic/Latino	27.2	43.8	72.7	46.9	43.7	45.0	50.0	55.4
Pacific Islander	N/A	52.8	N/A	51.4	N/A	50.4	N/A	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	57.1	58.8	61.9	58.9	50.0	59.6	70.0	65.1
Special Education	-	32.3	-	34.0	-	35.9	-	41.3
English Learners Current + Former	-	41.8	-	43.1	-	41.2	-	52.0
English Learners Current	-	33.5	-	33.8	-	32.5	-	43.1
Economically Disadvantaged	38.4	43.0	61.5	45.2	42.1	43.7	42.1	53.5

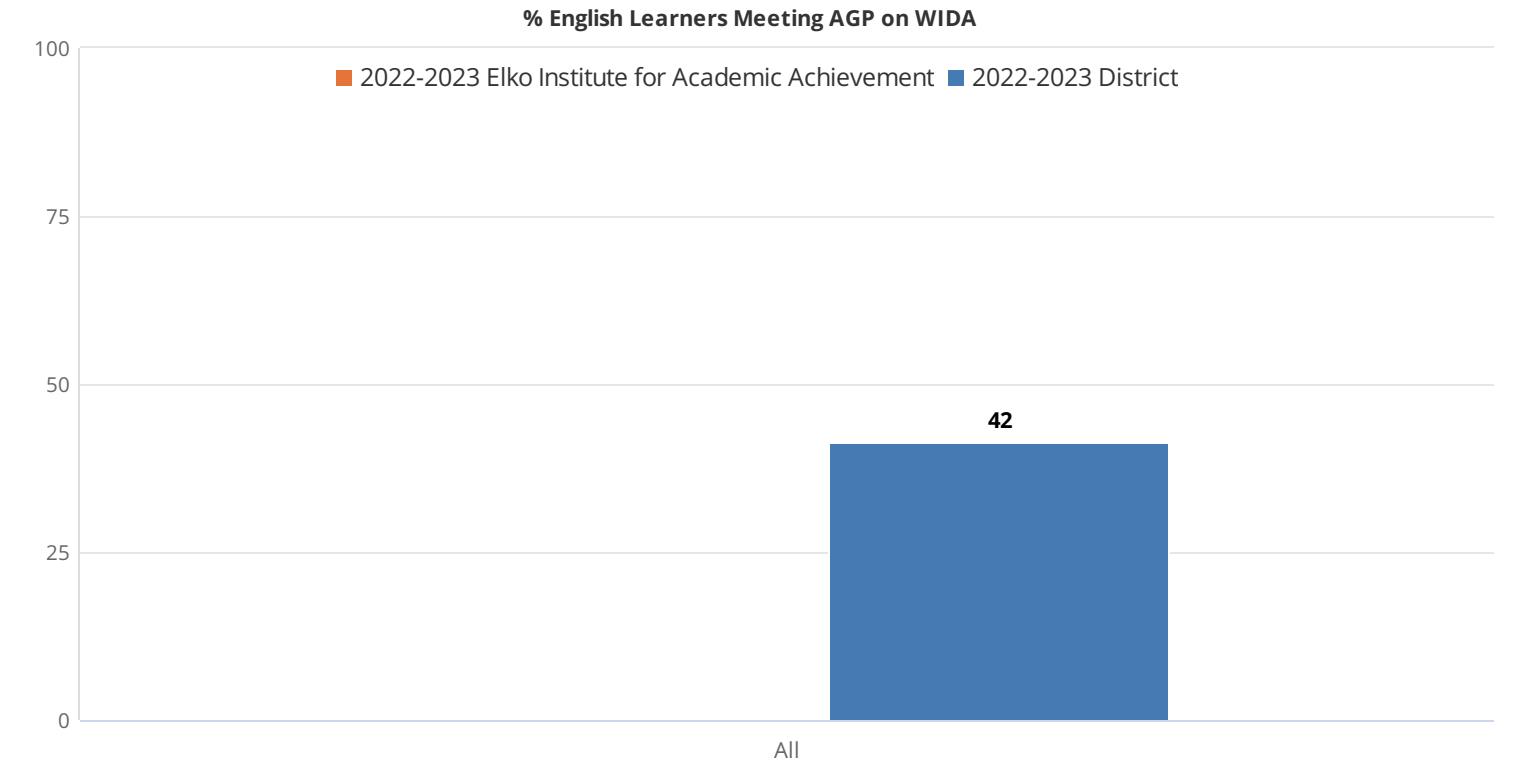
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

N/A

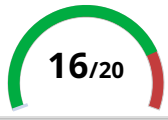
English Language

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						
	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	-	-	41.5	-	-	38.4



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: 6/10				ELA AGP Points Earned: 10/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	31.2	31.9	55.0	37.1	38.0	40.9	50.0	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	N/A	42.0	N/A	48.2	-	50.6	-	63.3
Black/African American	-	25.9	-	29.9	-	36.1	N/A	49.4
Hispanic/Latino	-	29.9	-	34.4	50.0	36.3	50.0	49.2
Pacific Islander	N/A	33.3	N/A	41.2	N/A	43.2	N/A	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	50.0	55.2
Special Education	-	20.8	-	25.2	-	27.6	-	35.9
English Learners Current + Former	N/A	27.5	N/A	31.6	N/A	N/A	N/A	N/A
English Learners Current	N/A	25.4	N/A	30.3	-	27.6	N/A	41.7
Economically Disadvantaged	-	28.7	-	33.1	33.3	35.5	41.6	47.6

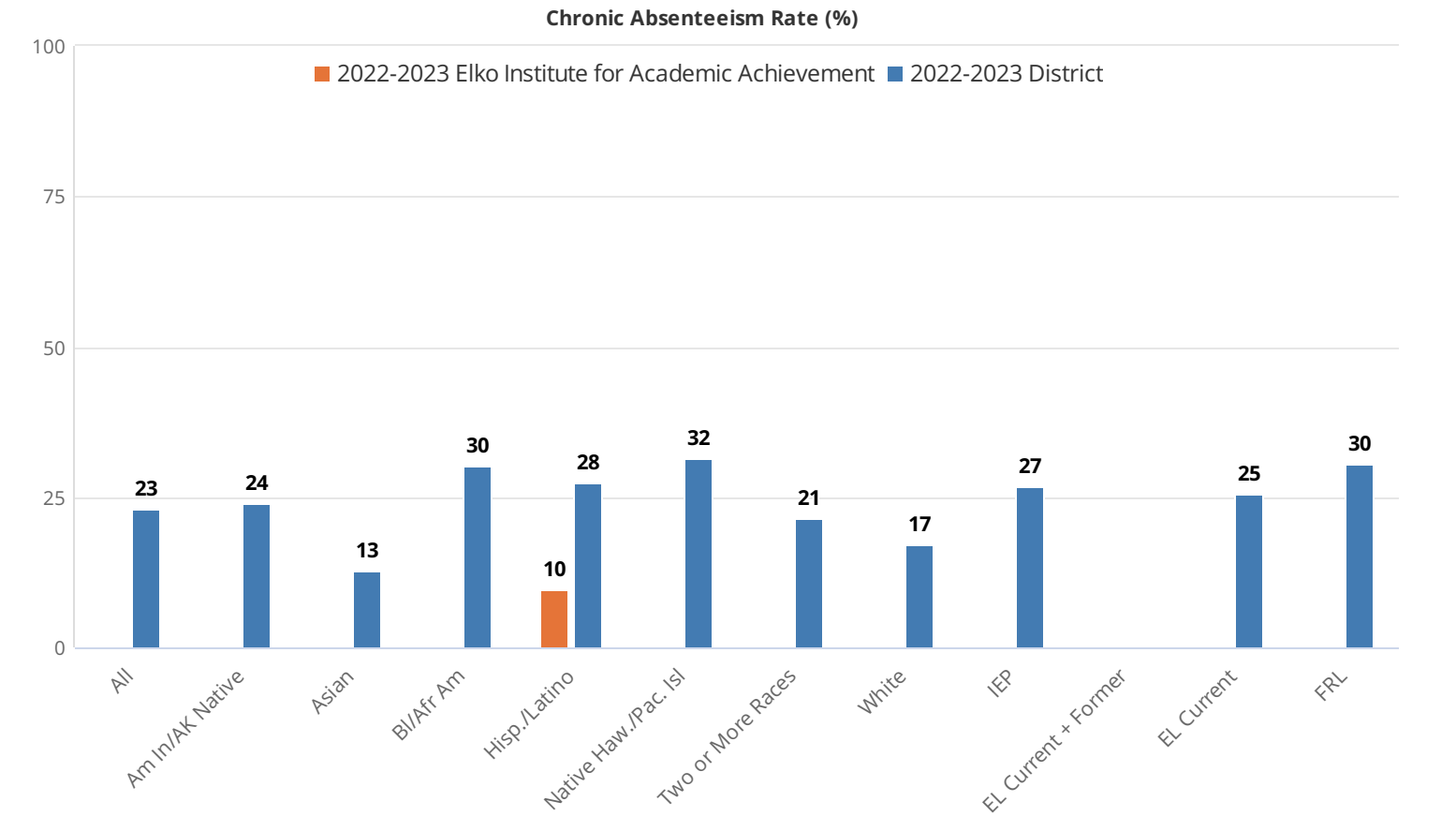


Student Engagement

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.

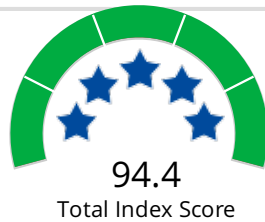
Chronic Absenteeism		Chronic Absenteeism Points Earned: 10/10			
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District	
All Students	<5	22.9	8.3	21.7	
American Indian/Alaska Native	-	24.0	-	15.8	
Asian	-	12.9	-	11.9	
Black/African American	-	30.1	-	27.6	
Hispanic/Latino	9.6	27.5	10.8	25.8	
Pacific Islander	N/A	31.6	N/A	32.8	
Two or More Races	-	21.4	30.0	22.2	
White/Caucasian	<5	17.1	5.3	16.9	
Special Education	<5	26.7	<5	25.4	
English Learners Current + Former	N/A	N/A	N/A	N/A	
English Learners Current	-	25.4	-	22.6	
Economically Disadvantaged	<5	30.4	12.7	29.3	

Reducing Chronic Absenteeism by 10% Points Earned: 1

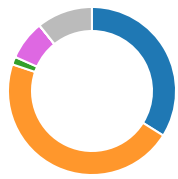


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
 Grade Levels: KG-08
 District: State Public Charter School Authority
 School: 1031 Railroad St Ste 107
 Address: Elko, NV 89801



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



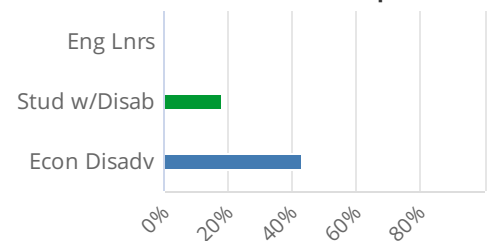
Student Race/Ethnicity

46.1% White
 1.5% BI/Afr Am
 33.8% Hisp/Latino
 7.6% Asian
 N/A% Am Ind/AK Nat
 N/A% Pac Isl
 10.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	93.8 NR
2020-2021	84.4 ★★★★★

Additional Student Groups



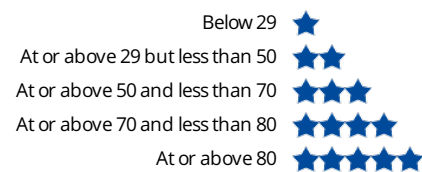
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	57.2	45.7
Math Proficiency	54.2	38.5
ELA Proficiency	56.6	53.4
Science Proficiency	68.4	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	79.0	56.0
ELA MGP	73.0	56.0
	School Rate	District Rate
Met Math AGP Target	65.3	40.4
Met ELA AGP Target	64.1	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	84.2	92.7
Climate Survey Participation	95.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.0	18.0
Prior Non-Proficient Met ELA AGP Target	27.7	23.3

** 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.

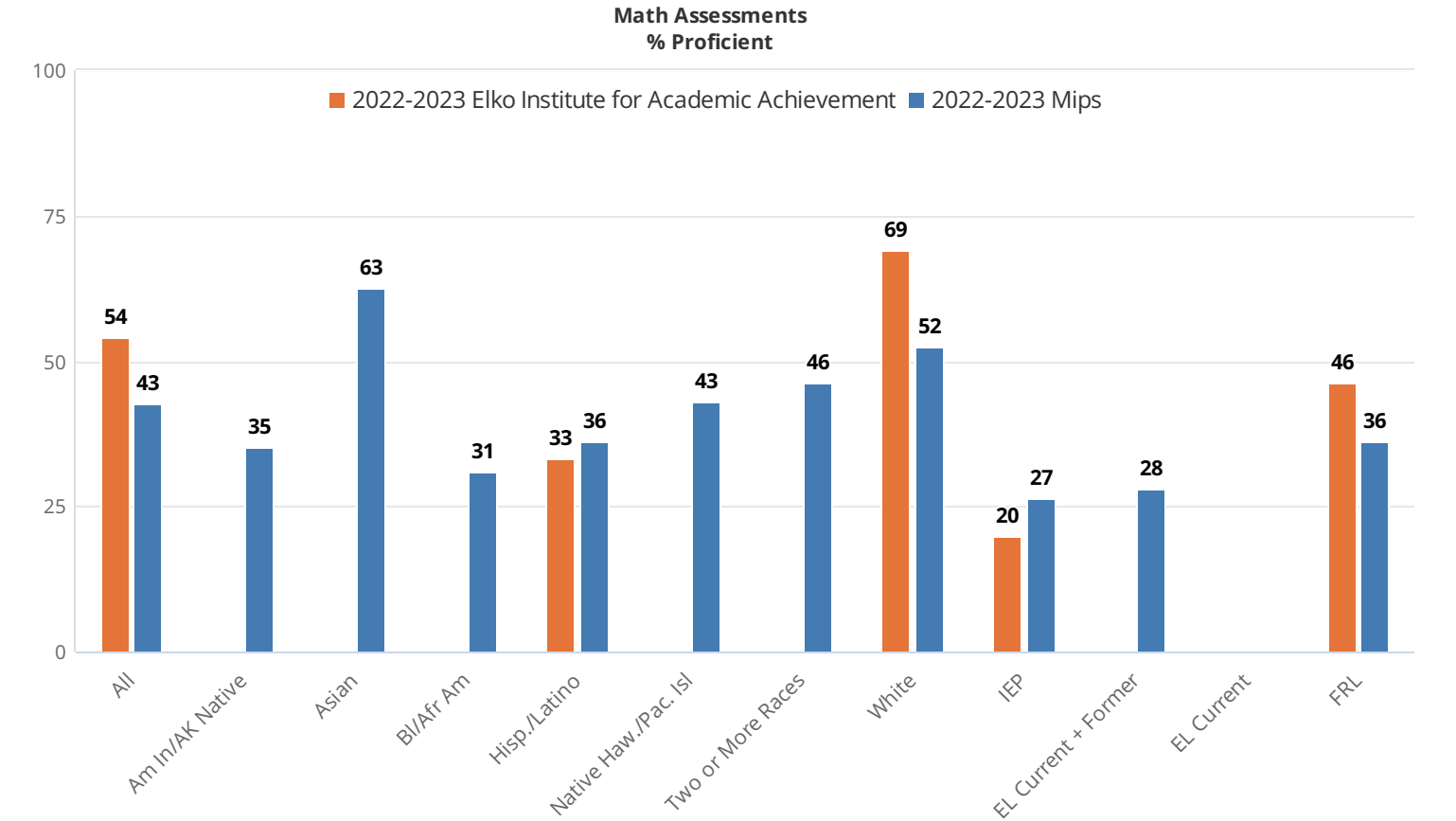
25/25

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		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	57.2	45.7	60.5	46.6

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	54.2	38.5	42.7	53.2	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	33.3	28.3	36.2	25.0	26.4	32.8
Pacific Islander	N/A	37.9	43.1	N/A	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	69.2	51.4	52.3	60.9	48.1	49.8
Special Education	20.0	11.5	26.5	23.0	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	46.1	24.9	36.1	42.3	23.9	32.7



'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.

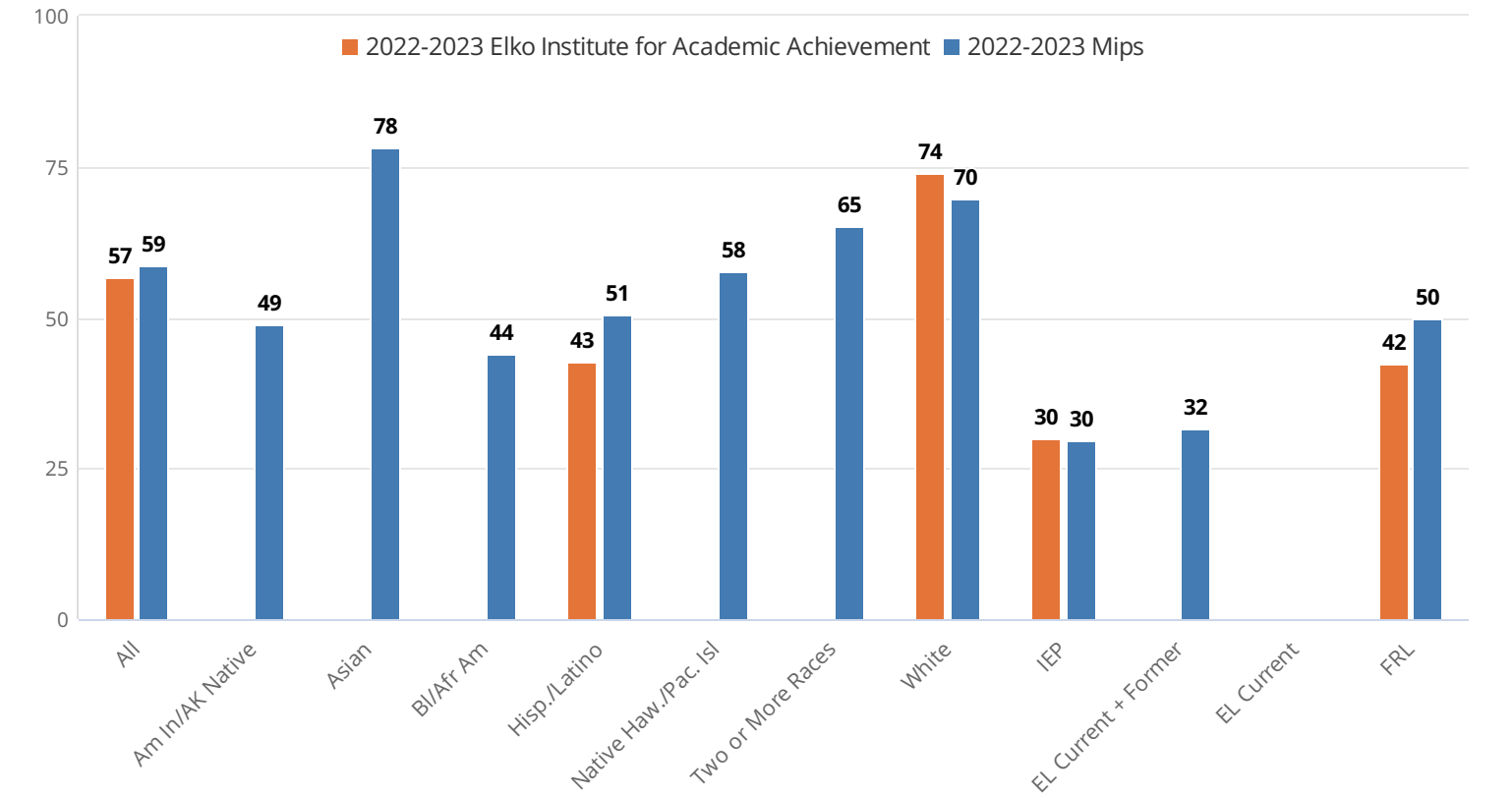
25/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.6	53.4	58.6	64.5	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	42.8	44.8	50.5	25.0	48.2	47.9
Pacific Islander	N/A	47.2	57.8	N/A	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	74.0	64.0	69.6	75.6	67.2	68
Special Education	30.0	17.4	29.6	23.0	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	42.3	40.8	49.8	50.0	45.9	47.1

ELA Assessments
% Proficient

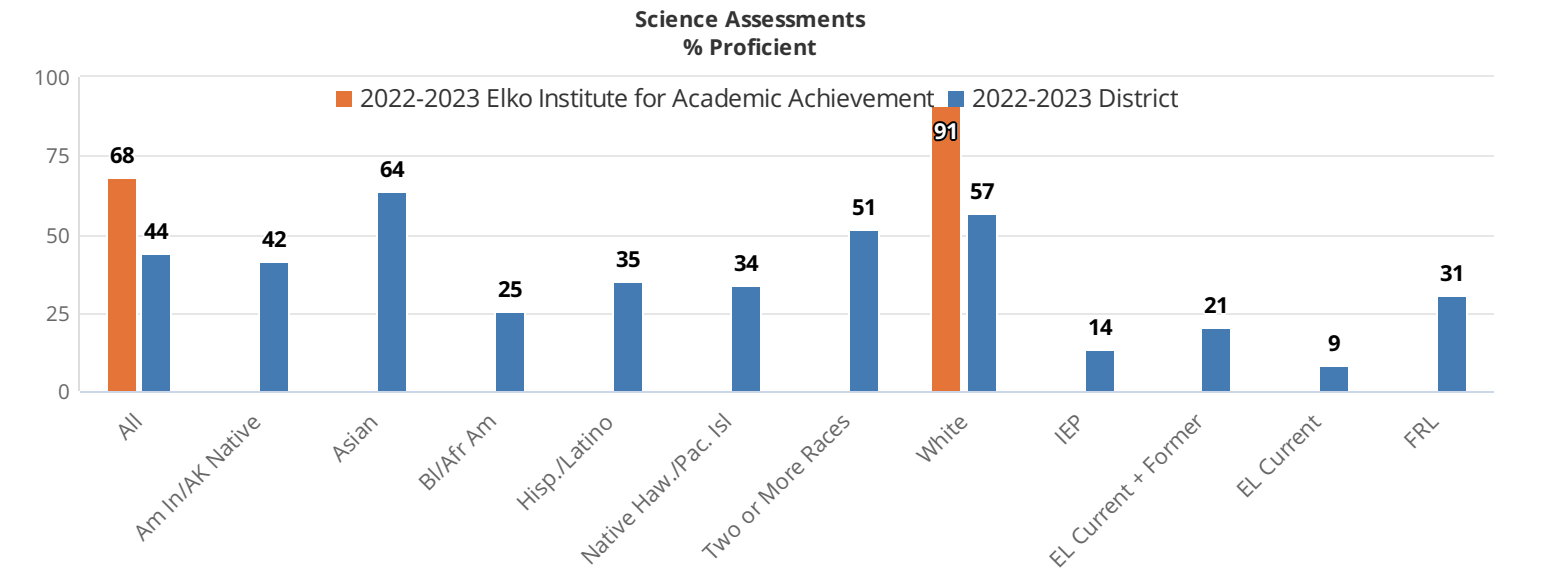


25/25

Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	68.4	43.9	72.2	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	N/A	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	-	34.8	-	33.7
Pacific Islander	N/A	33.7	N/A	40.5
Two or More Races	-	51.4	N/A	53.3
White/Caucasian	90.9	56.5	71.4	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	N/A	20.7	N/A	19.4
English Learners Current	N/A	8.5	N/A	6.9
Economically Disadvantaged	-	30.8	-	31.9



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	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	-	-
Pacific Islander	N/A	N/A	N/A	N/A
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	>=95%	>=95%	>=95%	>=95%



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: 10/10

ELA MGP Points Earned: 10/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	79.0	56.0	73.0	56.0	85.0	56.0	69.5	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	-	51.0	-	55.0	-	52.0	-	54.0
Hispanic/Latino	81.0	54.0	69.0	55.0	89.0	54.0	41.0	54.0
Pacific Islander	N/A	59.0	N/A	54.0	N/A	53.5	N/A	55.0
Two or More Races	-	59.0	-	58.0	-	57.0	-	55.0
White/Caucasian	76.0	58.0	76.0	56.0	82.0	57.0	79.0	56.0
Special Education	-	52.0	-	55.0	82.0	44.0	69.0	43.0
English Learners Current + Former	-	54.0	-	56.0	-	54.0	-	54.0
English Learners Current	-	53.0	-	53.0	-	50.0	-	51.0
Economically Disadvantaged	77.5	54.0	66.5	55.0	88.0	54.0	79.0	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	65.3	40.4	64.1	52.8	64.8	40.8	75.9	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	-	23.7	-	39.6	-	24.7	-	49.7
Hispanic/Latino	52.6	30.6	63.1	44.7	54.5	31.4	45.4	52.7
Pacific Islander	N/A	40.5	N/A	48.3	N/A	36.8	N/A	59.5
Two or More Races	-	46.9	-	59.5	-	43.8	-	65.6
White/Caucasian	78.2	51.9	75.0	61.5	65.7	50.7	85.7	67.2
Special Education	-	15.1	-	22.3	45.4	12.9	54.5	26.3
English Learners Current + Former	-	24.3	-	35.3	-	25.2	-	45.5
English Learners Current	-	10.9	-	16.2	-	12.6	-	28.2
Economically Disadvantaged	54.1	28.1	54.1	41.9	47.3	29.9	68.4	51.8

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

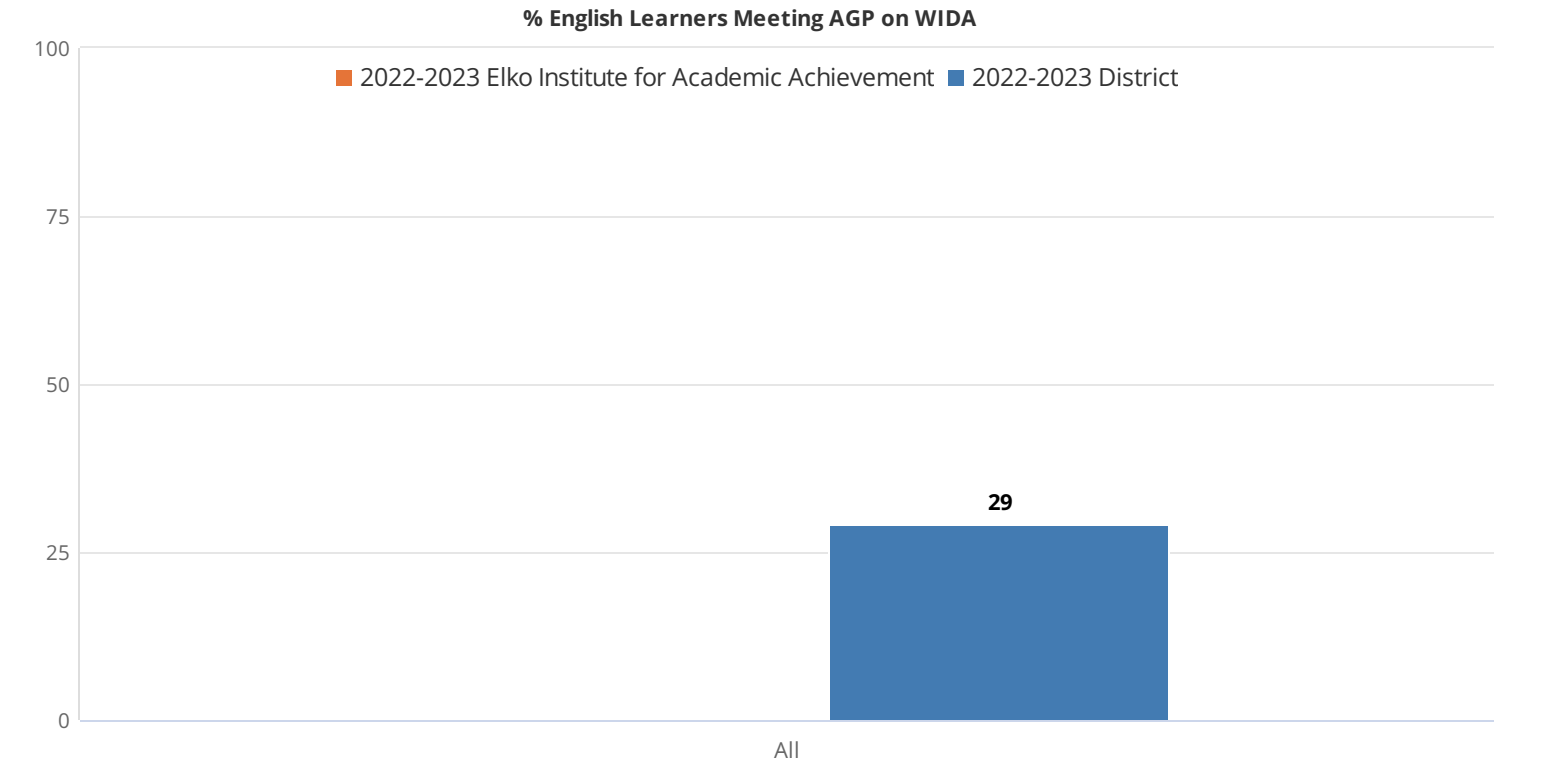
N/A

English Language

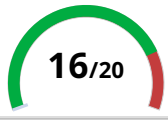
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	-	-	29.3	-	-	21.6



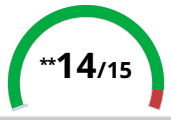
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



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: 10/10				ELA AGP Points Earned: 6/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	28.0	18.0	27.7	23.3	54.2	23.5	72.4	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	-	36.0	N/A	38.5	N/A	51.3
Black/African American	-	12.5	N/A	20.2	-	16.6	-	33.6
Hispanic/Latino	30.7	15.4	-	21.4	-	20.3	-	35.8
Pacific Islander	N/A	20.5	N/A	20.4	N/A	24.8	N/A	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	-	23.6	-	26.3	47.6	28.8	78.9	40.2
Special Education	-	8.5	-	12.4	-	7.8	-	19.6
English Learners Current + Former	-	13.5	-	18.6	N/A	N/A	N/A	N/A
English Learners Current	-	8.9	-	12.7	-	11.3	-	24.4
Economically Disadvantaged	26.6	14.2	33.3	20.9	43.7	19.7	69.2	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.

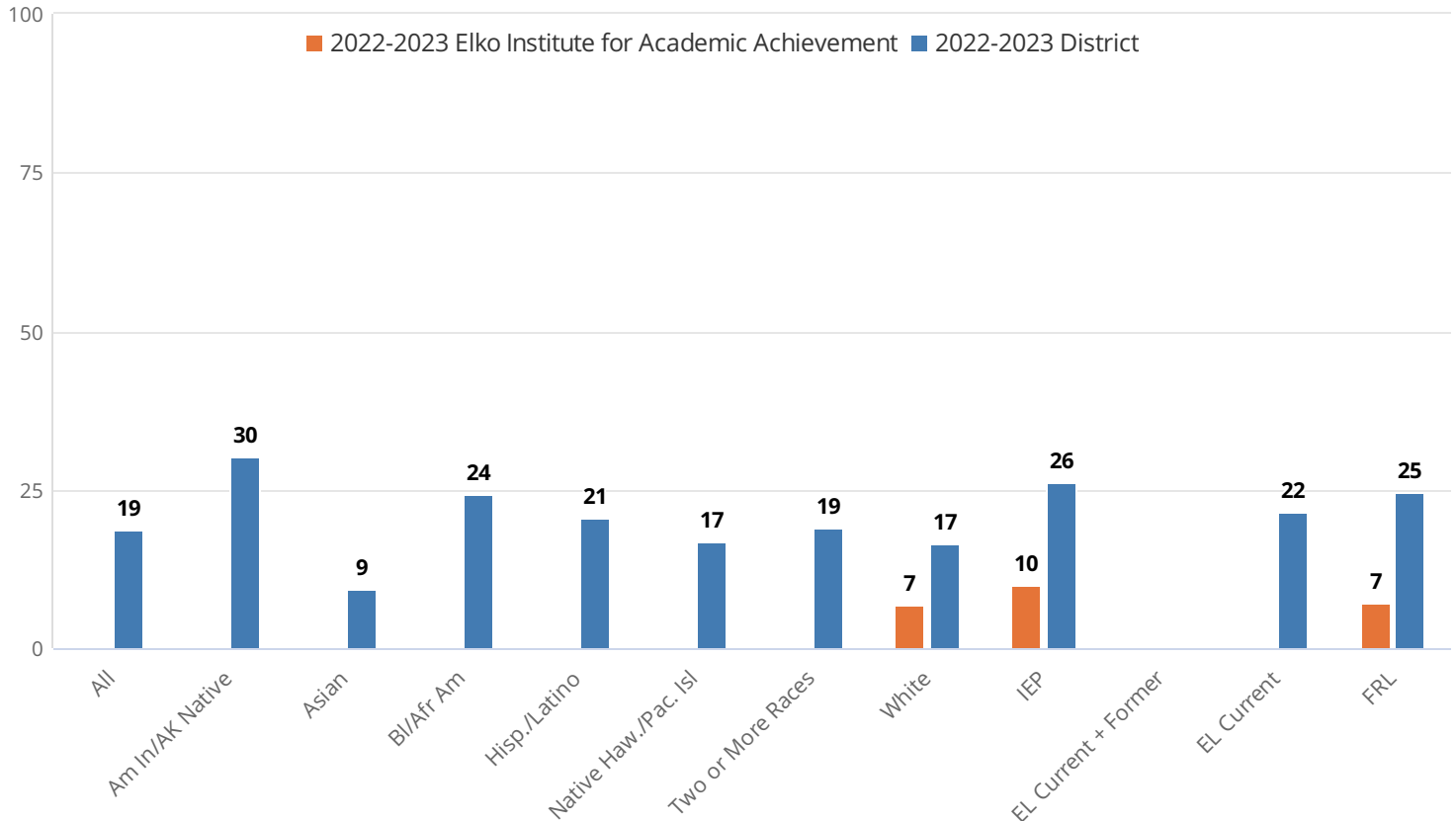
Chronic Absenteeism

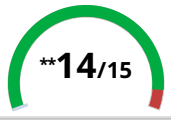
Chronic Absenteeism Points Earned: 10/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	13.6	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	-	9.3	-	8.7
Black/African American	-	24.2	-	24.9
Hispanic/Latino	<5	20.6	23.0	19.9
Pacific Islander	N/A	16.7	N/A	22.7
Two or More Races	-	19.0	-	19.4
White/Caucasian	6.8	16.5	13.9	16.1
Special Education	10.0	26.3	28.5	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	21.6	-	18.3
Economically Disadvantaged	7.1	24.7	25.9	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

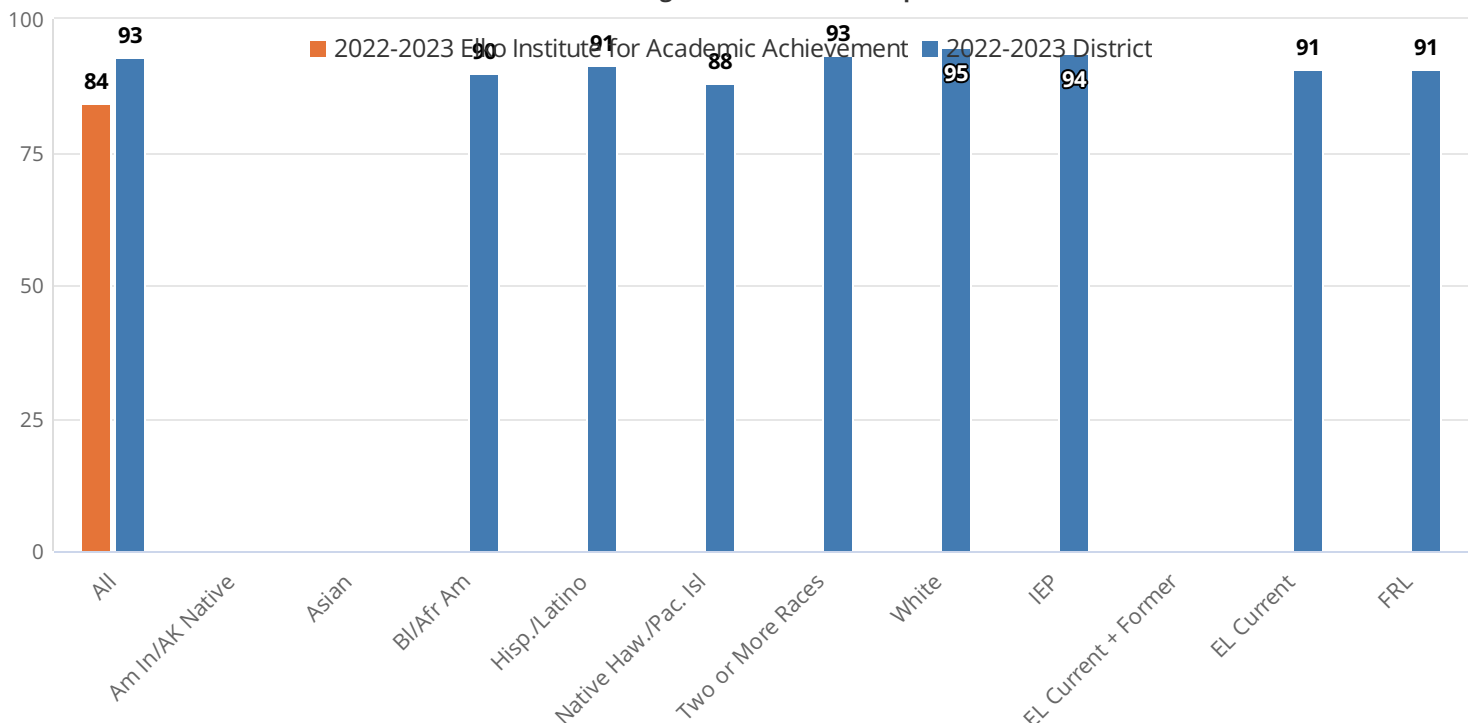
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	>95	-	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	N/A	>95	N/A	>95
Two or More Races	-	>95	-	>95
White/Caucasian	>95	>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
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	84.2	92.7	80.9	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	N/A	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	-	91.4	-	90.3
Pacific Islander	N/A	88.1	N/A	93.3
Two or More Races	-	93.1	N/A	89.2
White/Caucasian	>95	94.8	81.2	93.3
Special Education	-	93.7	-	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	90.5	N/A	88.7
Economically Disadvantaged	-	90.5	-	89.5

% of Students Meeting 8th Grade Credit Requirements



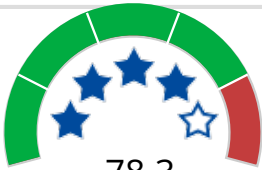
School Level: Elementary School

Grade Levels: KG-08

District: State Public Charter School Authority

School 1031 Railroad St Ste 107

Address: Elko, NV 89801

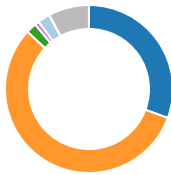


78.3
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met

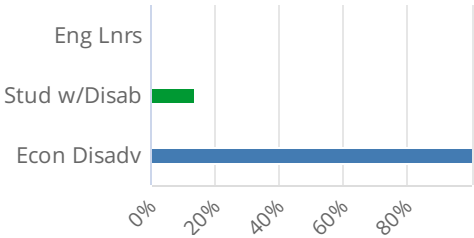


Student Race/Ethnicity
56.1% White
2.0% BI/Afr Am
30.5% Hisp/Latino
0.8% Asian
2.4% Am Ind/AK Nat
N/A% Pac Isl
7.8% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	86.1 ★★★★★
2021-2022	78.3 NR

Additional Student Groups



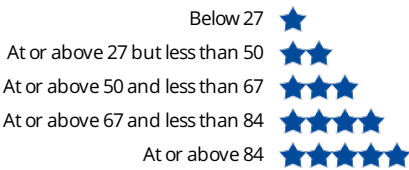
What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

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?



2023-2024 School Performance



22/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	57.9	48.3
Math Proficiency	60.0	51.2
ELA Proficiency	60.9	54.6
Science Proficiency	34.7	21.2
Read-by-Grade-3 Proficiency	60.4	51.2



30.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	54.0	52.0
ELA MGP	64.0	54.0
	School Rate	District Rate
Met Math AGP Target	50.9	44.4
Met ELA AGP Target	64.2	54.0



N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	48.4



12/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	33.3	22.5
Prior Non-Proficient Met ELA AGP Target	39.1	36.5



6/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.6	20.7
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: 18/20

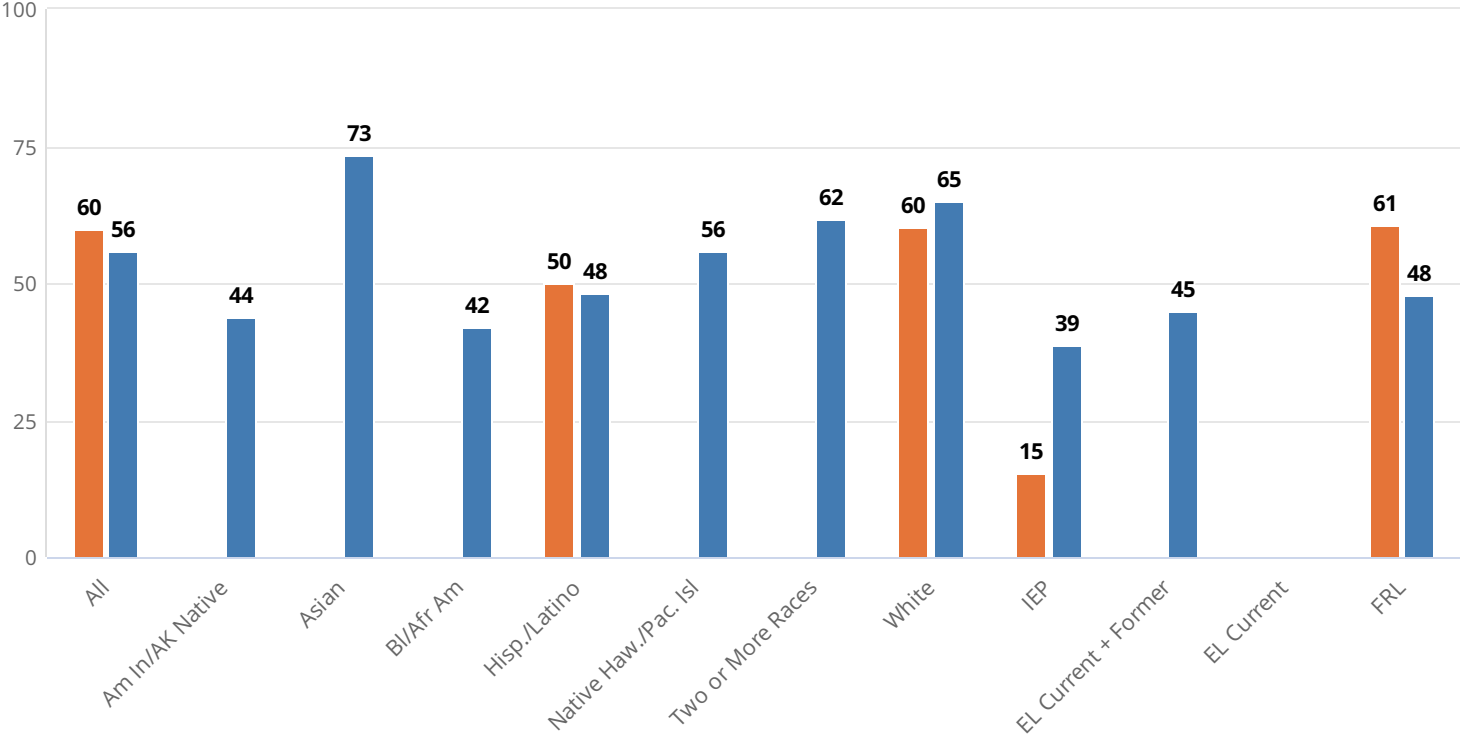
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	57.9	48.3	54.3	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	60.0	51.2	55.8	56.2	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	N/A	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	-	31.7	42	-	31.4	38.9
Hispanic/Latino	50.0	41.7	48.2	41.1	42.2	45.5
Pacific Islander	N/A	45.9	55.7	N/A	49.0	53.4
Two or More Races	-	57.2	61.6	-	57.8	59.6
White/Caucasian	60.3	62.7	65.1	59.4	63.7	63.3
Special Education	15.3	26.9	38.8	-	29.1	35.5
English Learners Current + Former	-	38.7	44.9	-	38.1	42
English Learners Current	-	27.5		-	27.6	
Economically Disadvantaged	60.5	40.4	47.7	60.8	39.0	44.9

Math Assessments
% Proficient

2023-2024 Elko Institute for Academic Achievement 2023-2024 Mips





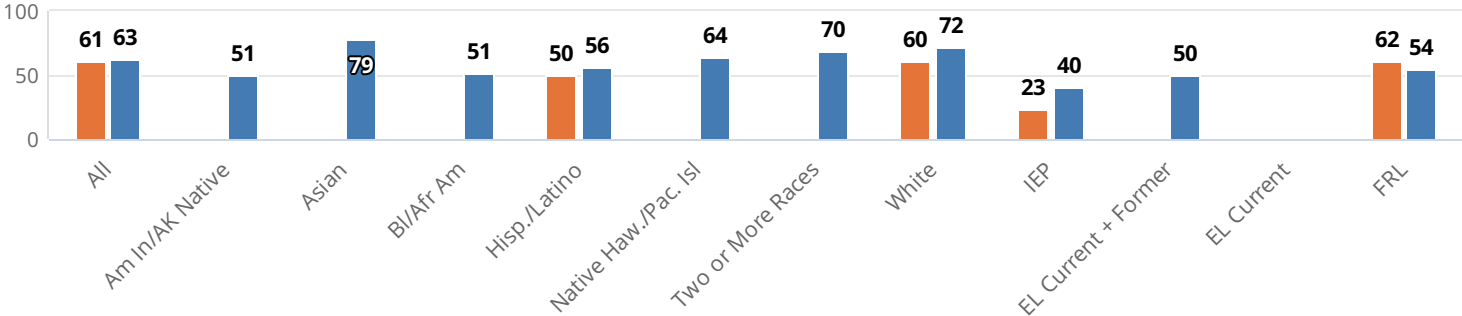
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	60.9	54.6	63.1	60.9	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	N/A	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	-	36.5	50.8	-	37.5	48.2
Hispanic/Latino	50.0	46.0	55.6	52.9	45.9	53.2
Pacific Islander	N/A	48.3	63.9	N/A	49.0	62
Two or More Races	-	60.4	69.5	-	60.7	67.9
White/Caucasian	60.3	65.2	72.1	59.4	64.4	70.6
Special Education	23.0	25.8	39.9	-	27.4	36.8
English Learners Current + Former	-	39.5	49.8	-	37.6	47.2
English Learners Current	-	25.3	-	-	24.1	-
Economically Disadvantaged	61.5	44.1	54.4	65.2	42.0	51.9

ELA Assessments
% Proficient

2023-2024 Elko Institute for Academic Achievement 2023-2024 Mips

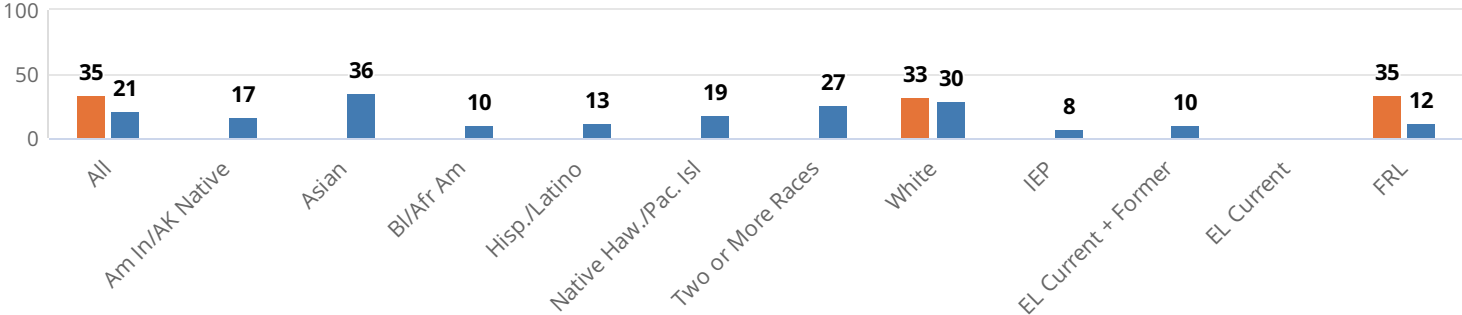


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	34.7	21.2	28.5	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	N/A	51.0
Black/African American	-	10.4	-	15.3
Hispanic/Latino	-	12.9	-	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	33.3	29.6	36.3	40.9
Special Education	-	7.6	-	12.2
English Learners Current + Former	-	10.4	N/A	15.1
English Learners Current	N/A	<5	N/A	<5
Economically Disadvantaged	34.7	12.4	-	17.6

Science Assessments
% Proficient

2023-2024 Elko Institute for Academic Achievement 2023-2024 District



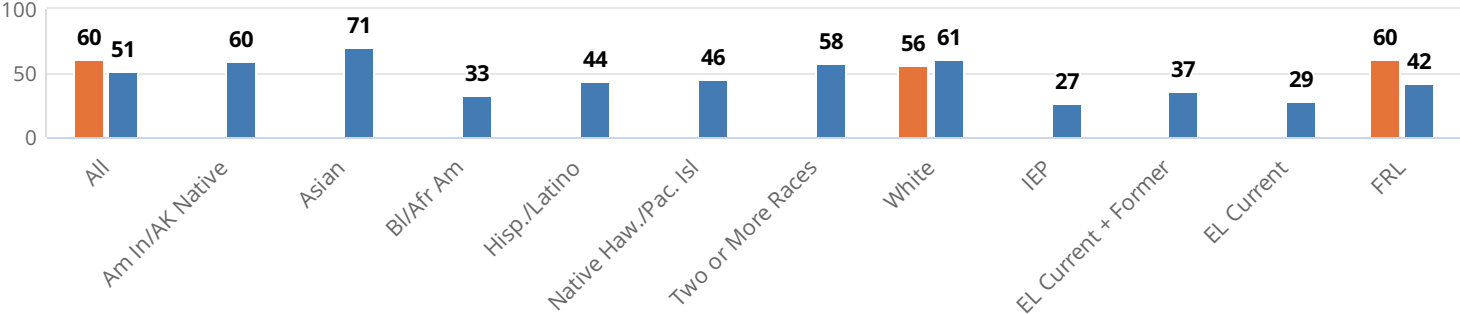


Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	60.4	51.2	50.0	52.6
American Indian/Alaska Native	-	60.0	N/A	44.0
Asian	N/A	71.0	N/A	68.5
Black/African American	N/A	32.7	-	33.9
Hispanic/Latino	-	43.7	-	44.2
Pacific Islander	N/A	45.9	N/A	48.4
Two or More Races	-	58.4	N/A	62.3
White/Caucasian	55.5	60.7	50.0	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	N/A	27.6
Economically Disadvantaged	60.4	42.4	-	40.3

Read by Grade 3
% Proficient

2023-2024 Elko Institute for Academic Achievement 2023-2024 District





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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	-	-
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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: 7/10				ELA MGP Points Earned: 9/10		
Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	54.0	52.0	64.0	54.0	59.0	55.0	71.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	-	46.0	-	49.0	-	52.0	-	50.0
Hispanic/Latino	44.0	50.0	58.0	52.0	30.0	54.0	68.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	N/A	60.5	N/A	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	55.0	53.0	64.0	57.0	59.0	56.0	68.0	57.0
Special Education	-	46.0	-	48.0	-	49.0	-	51.0
English Learners Current + Former	-	53.0	-	53.0	-	55.0	-	54.0
English Learners Current	-	49.0	-	51.0	-	54.0	-	53.0
Economically Disadvantaged	54.0	51.0	64.0	52.0	32.0	54.0	60.0	53.0

AGP Growth Data		Math AGP Points Earned: 7/7.5				ELA AGP Points Earned: 7.5/7.5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	50.9	44.4	64.2	54.0	51.2	50.8	68.2	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	-	28.9	-	41.4	-	38.1	-	42.1
Hispanic/Latino	46.1	36.9	42.8	48.1	27.2	43.8	72.7	46.9
Pacific Islander	N/A	42.7	N/A	51.1	N/A	52.8	N/A	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	54.2	52.8	65.7	61.4	57.1	58.8	61.9	58.9
Special Education	-	27.2	-	32.4	-	32.3	-	34.0
English Learners Current + Former	-	38.8	-	46.0	-	41.8	-	43.1
English Learners Current	-	27.5	-	35.8	-	33.5	-	33.8
Economically Disadvantaged	50.9	36.5	64.2	46.7	38.4	43.0	61.5	45.2

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

N/A

English Language

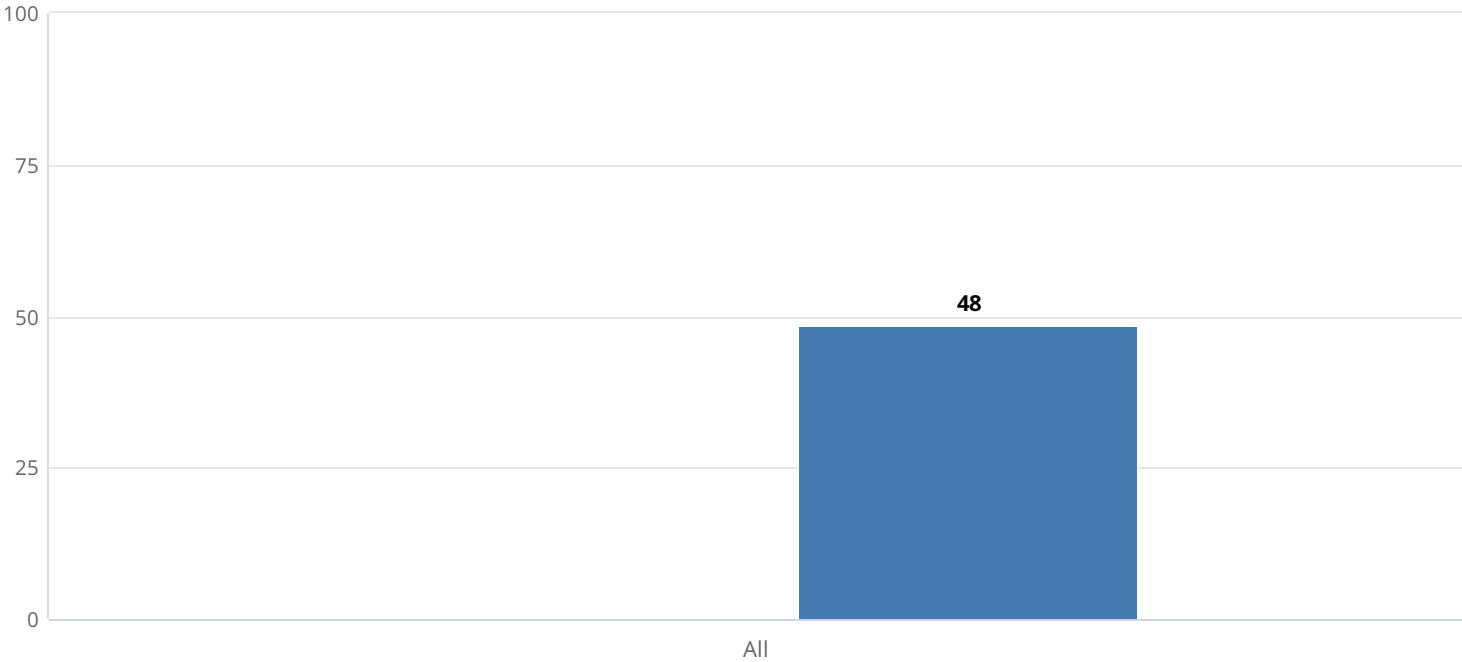
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	-	-	48.4	-	-	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Elko Institute for Academic Achievement 2023-2024 District



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: 7/10				ELA AGP Points Earned: 5/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	33.3	22.5	39.1	36.5	31.2	31.9	55.0	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	N/A	15.8	N/A	29.4	-	25.9	-	29.9
Hispanic/Latino	-	20.4	-	34.4	-	29.9	-	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	N/A	37.7	-	31.3	-	40.3
White/Caucasian	25.0	27.2	46.6	43.4	-	37.8	-	42.6
Special Education	-	14.6	-	23.4	-	20.8	-	25.2
English Learners Current + Former	-	23.3	-	34.1	N/A	27.5	N/A	31.6
English Learners Current	-	20.0	-	31.2	N/A	25.4	N/A	30.3
Economically Disadvantaged	33.3	20.8	39.1	33.4	-	28.7	-	33.1

'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 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.

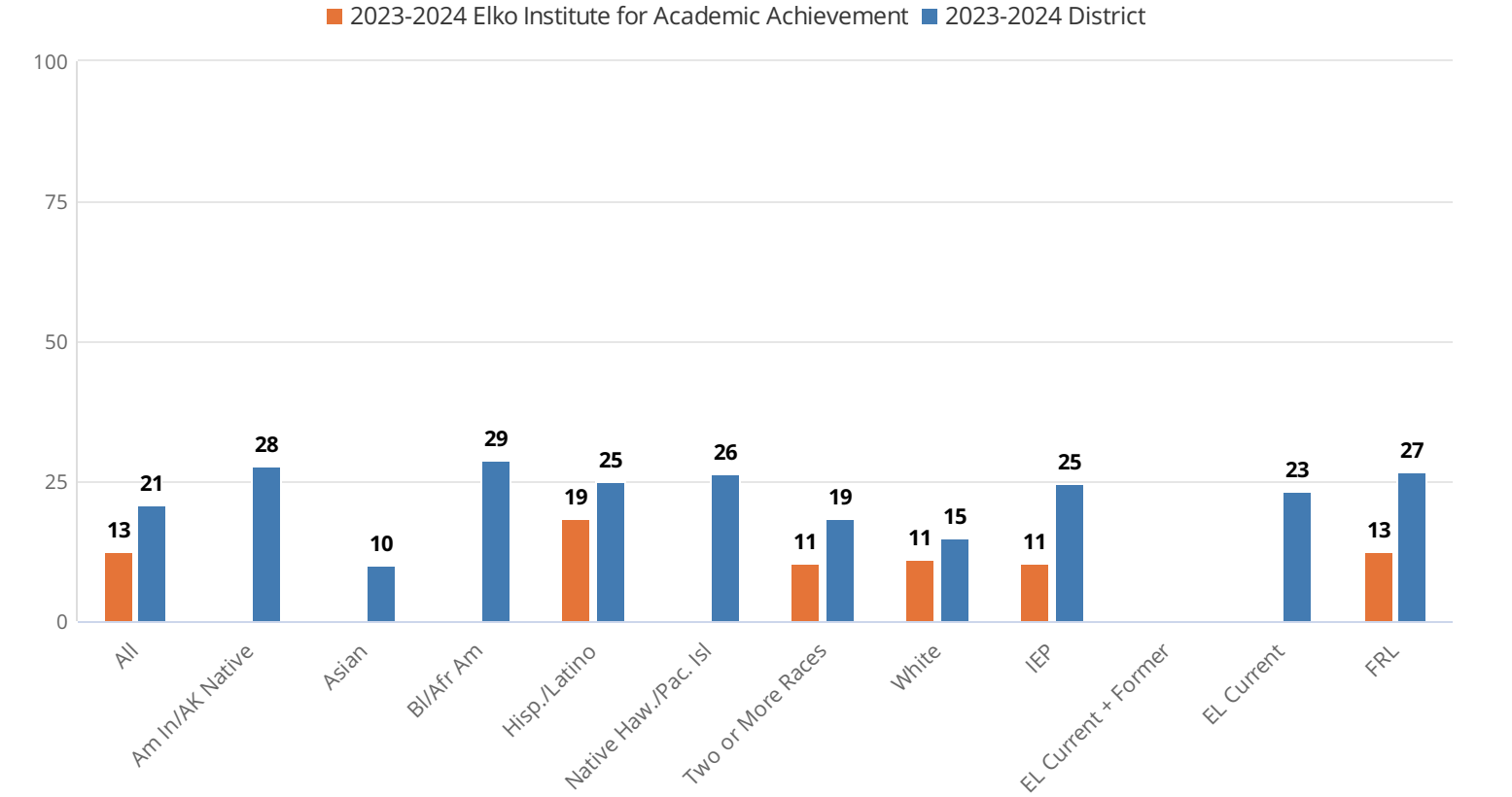
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	12.6	20.7	<5	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	-	10.0	-	12.9
Black/African American	-	28.9	-	30.1
Hispanic/Latino	18.5	25.0	9.6	27.5
Pacific Islander	N/A	26.3	N/A	31.6
Two or More Races	10.5	18.5	-	21.4
White/Caucasian	11.1	14.9	<5	17.1
Special Education	10.5	24.7	<5	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	23.1	-	25.4
Economically Disadvantaged	12.6	26.8	<5	30.4

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 1031 Railroad St Ste 107

Address: Elko, NV 89801

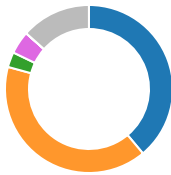


90.5
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Met



Student Race/Ethnicity

40.2% White

2.9% BI/Afr Am

38.8% Hisp/Latino

4.4% Asian

N/A% Am Ind/AK Nat

N/A% Pac Isl

13.4% Two or More

School Performance History

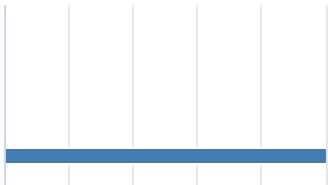
School Year	Index Score/Star Rating
2022-2023	94.4 ★★★★★
2021-2022	93.8 NR

Additional Student Groups

Eng Lnrs

Stud w/Disab

Econ Disadv



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?

Below 29 ★

At or above 29 but less than 50 ★★

At or above 50 and less than 70 ★★★

At or above 70 and less than 80 ★★★★

At or above 80 ★★★★★

2023-2024 School Performance



25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	68.9	47.3
Math Proficiency	63.1	39.8
ELA Proficiency	70.1	54.2
Science Proficiency	83.3	48.8



30/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	81.0	57.0
ELA MGP	71.5	59.0

	School Rate	District Rate
Met Math AGP Target	75.0	40.5
Met ELA AGP Target	73.0	54.7



N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	27.2



6.5/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	21.6	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A



20/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	58.3	16.3
Prior Non-Proficient Met ELA AGP Target	41.1	26.0

Climate Survey Participation is not a point-earning measure.

25/25

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.

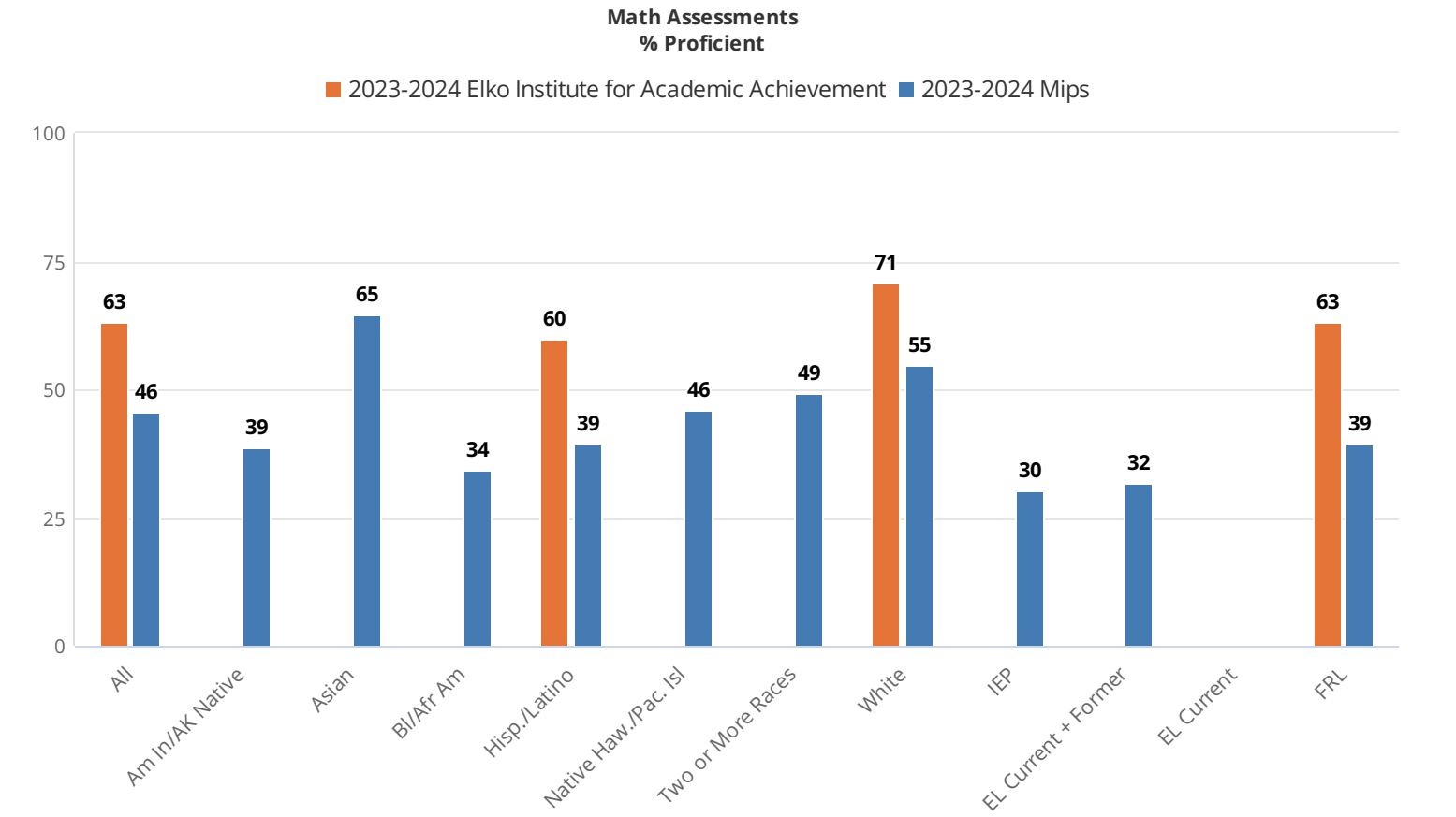
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	68.9	47.3	57.2	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	63.1	39.8	45.6	54.2	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	-	21.6	34.4	-	19.4	31
Hispanic/Latino	60.0	28.7	39.4	33.3	28.3	36.2
Pacific Islander	N/A	35.1	45.9	N/A	37.9	43.1
Two or More Races	-	47.6	49.1	-	44.5	46.4
White/Caucasian	70.8	54.3	54.7	69.2	51.4	52.3
Special Education	-	11.3	30.2	20.0	11.5	26.5
English Learners Current + Former	-	20.5	31.6	-	21.5	28
English Learners Current	N/A	6.2	-	-	6.5	-
Economically Disadvantaged	63.1	27.1	39.3	46.1	24.9	36.1



'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.

25/25

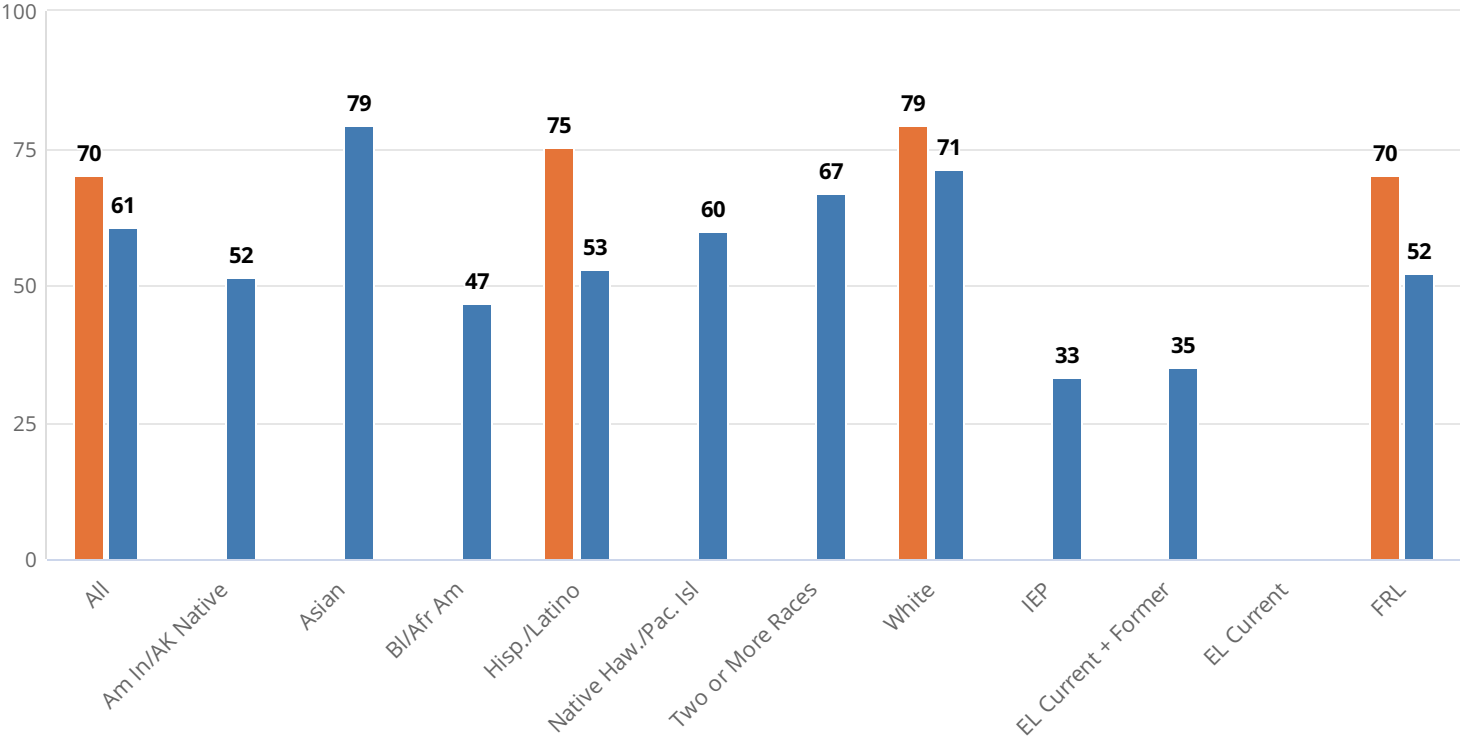
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	70.1	54.2	60.6	56.6	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	-	40.1	46.7	-	37.4	43.9
Hispanic/Latino	75.0	44.9	53	42.8	44.8	50.5
Pacific Islander	N/A	45.9	59.9	N/A	47.2	57.8
Two or More Races	-	62.1	66.8	-	60.0	65
White/Caucasian	79.1	65.0	71.1	74.0	64.0	69.6
Special Education	-	17.5	33.1	30.0	17.4	29.6
English Learners Current + Former	-	32.1	35.1	-	34.0	31.7
English Learners Current	N/A	11.3	-	-	12.0	-
Economically Disadvantaged	70.1	42.5	52.3	42.3	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Elko Institute for Academic Achievement 2023-2024 Mips

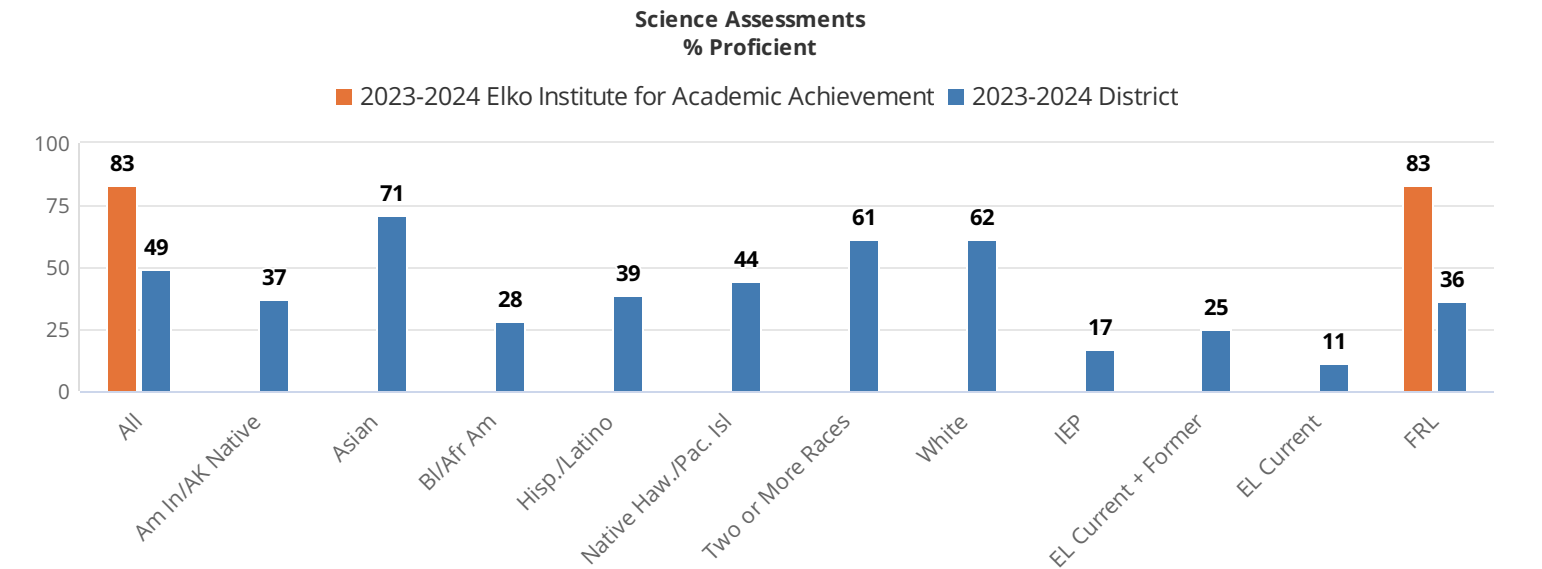


25/25

Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	83.3	48.8	68.4	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	N/A	71.3	-	63.5
Black/African American	N/A	27.9	-	25.3
Hispanic/Latino	-	38.9	-	34.8
Pacific Islander	N/A	44.1	N/A	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	90.9	56.5
Special Education	-	16.8	-	13.6
English Learners Current + Former	-	24.6	N/A	20.7
English Learners Current	N/A	11.4	N/A	8.5
Economically Disadvantaged	83.3	36.0	-	30.8



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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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.

Groups	Math MGP Points Earned: 10/10				ELA MGP Points Earned: 10/10			
	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	81.0	57.0	71.5	59.0	79.0	56.0	73.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	-	52.0	-	57.0	-	51.0	-	55.0
Hispanic/Latino	78.0	57.0	68.0	59.0	81.0	54.0	69.0	55.0
Pacific Islander	N/A	59.5	N/A	55.0	N/A	59.0	N/A	54.0
Two or More Races	-	58.0	-	60.0	-	59.0	-	58.0
White/Caucasian	85.0	57.0	71.0	58.0	76.0	58.0	76.0	56.0
Special Education	-	53.0	-	56.0	-	52.0	-	55.0
English Learners Current + Former	-	56.0	-	58.0	-	54.0	-	56.0
English Learners Current	N/A	56.0	N/A	55.0	-	53.0	-	53.0
Economically Disadvantaged	81.0	56.0	71.5	58.0	77.5	54.0	66.5	55.0

Groups	Math AGP Points Earned: 5/5				ELA AGP Points Earned: 5/5			
	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	75.0	40.5	73.0	54.7	65.3	40.4	64.1	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	-	24.1	-	42.6	-	23.7	-	39.6
Hispanic/Latino	63.1	30.4	73.6	46.4	52.6	30.6	63.1	44.7
Pacific Islander	N/A	36.9	N/A	48.6	N/A	40.5	N/A	48.3
Two or More Races	-	46.6	-	61.9	-	46.9	-	59.5
White/Caucasian	78.2	53.0	73.9	63.6	78.2	51.9	75.0	61.5
Special Education	-	14.6	-	22.8	-	15.1	-	22.3
English Learners Current + Former	-	23.0	-	35.8	-	24.3	-	35.3
English Learners Current	N/A	10.1	N/A	17.2	-	10.9	-	16.2
Economically Disadvantaged	75.0	29.5	73.0	44.8	54.1	28.1	54.1	41.9

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

N/A

English Language

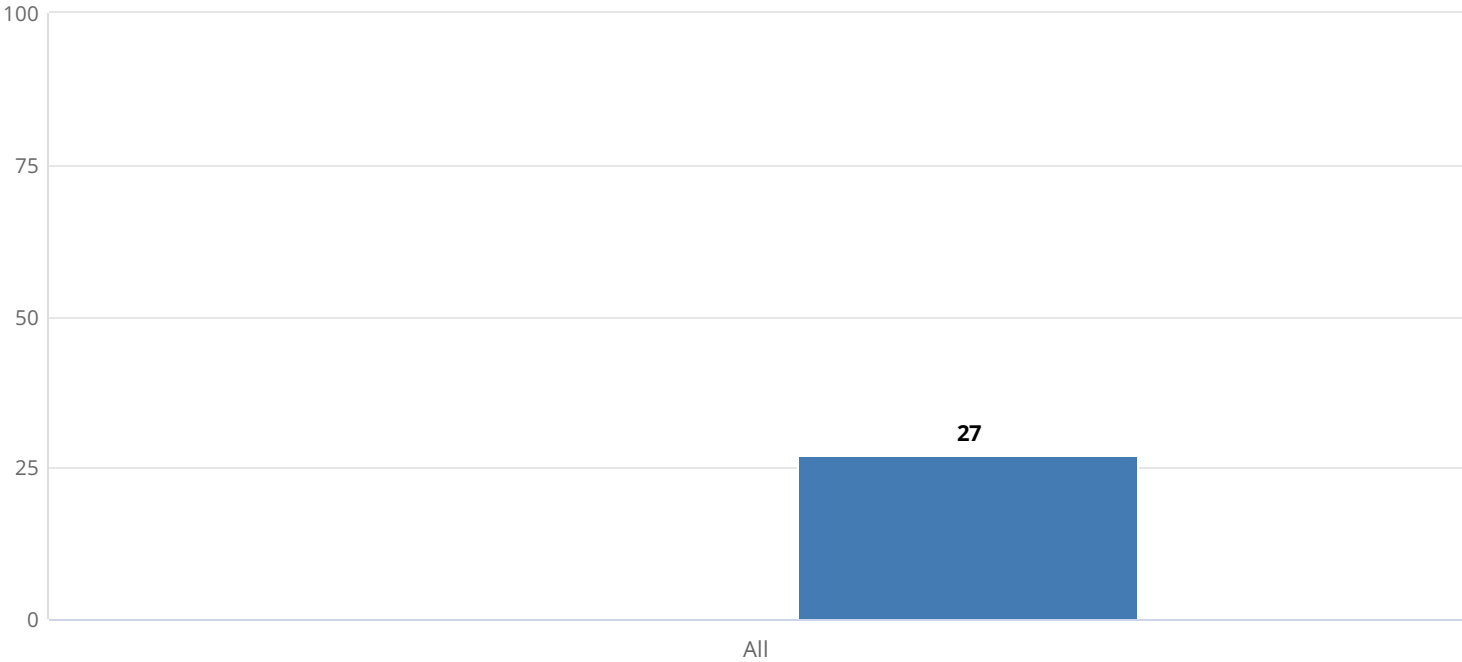
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	N/A	N/A	27.2	-	-	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Elko Institute for Academic Achievement 2023-2024 District



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

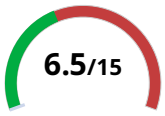


Closing Opportunity Gaps

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: 10/10				ELA AGP Points Earned: 10/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	58.3	16.3	41.1	26.0	28.0	18.0	27.7	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	-	10.9	-	21.2	-	12.5	N/A	20.2
Hispanic/Latino	45.4	13.5	-	23.6	30.7	15.4	-	21.4
Pacific Islander	N/A	12.0	N/A	25.8	N/A	20.5	N/A	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	-	22.6	-	30.5	-	23.6	-	26.3
Special Education	-	7.3	-	13.5	-	8.5	-	12.4
English Learners Current + Former	N/A	11.4	-	20.6	-	13.5	-	18.6
English Learners Current	N/A	7.4	N/A	13.9	-	8.9	-	12.7
Economically Disadvantaged	58.3	13.6	41.1	22.8	26.6	14.2	33.3	20.9

'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

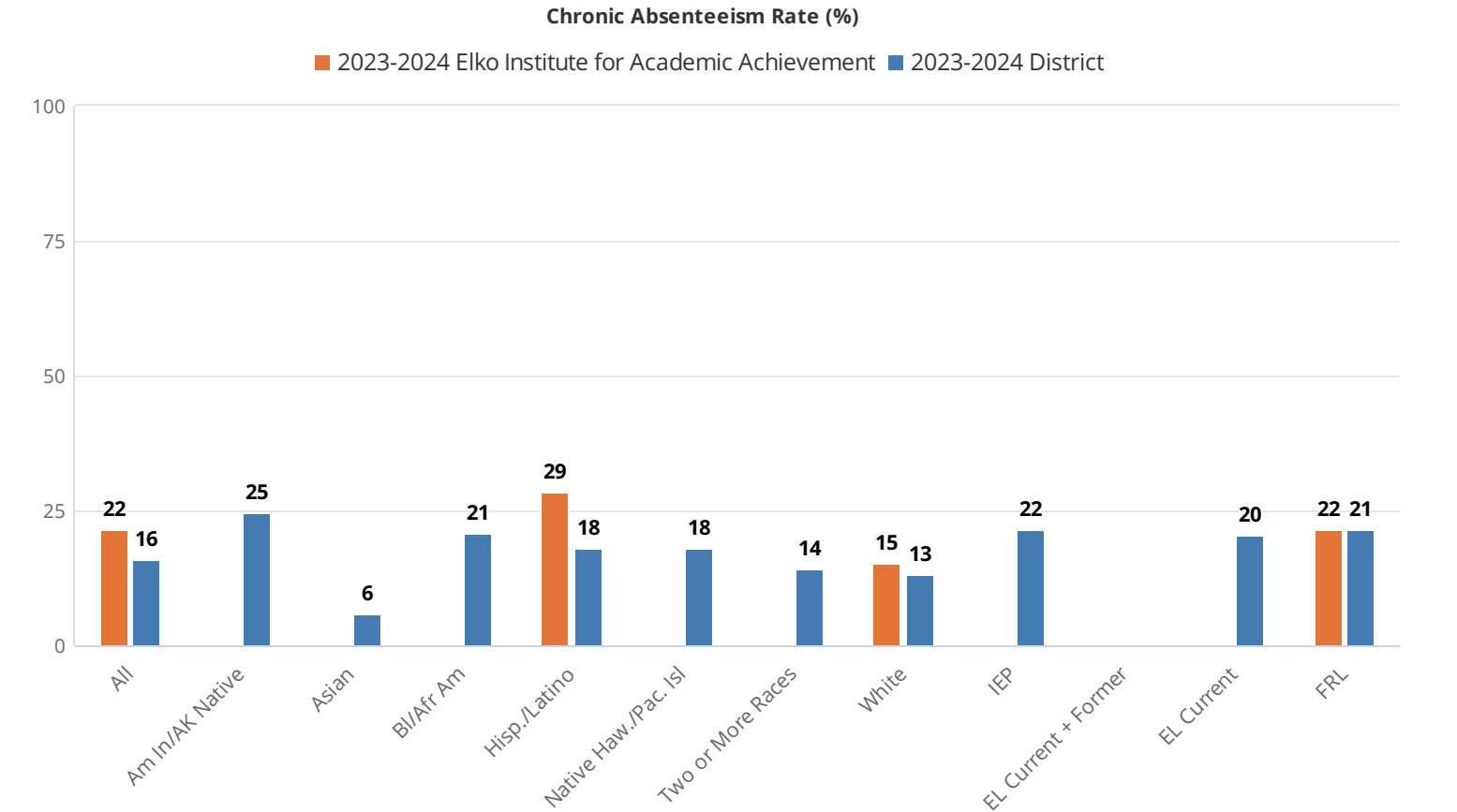
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 1.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	21.6	15.8	<5	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	-	6.0	-	9.3
Black/African American	-	21.0	-	24.2
Hispanic/Latino	28.5	18.2	<5	20.6
Pacific Islander	N/A	18.2	N/A	16.7
Two or More Races	-	14.2	-	19.0
White/Caucasian	15.3	13.2	6.8	16.5
Special Education	-	21.7	10.0	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	20.4	-	21.6
Economically Disadvantaged	21.6	21.4	7.1	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

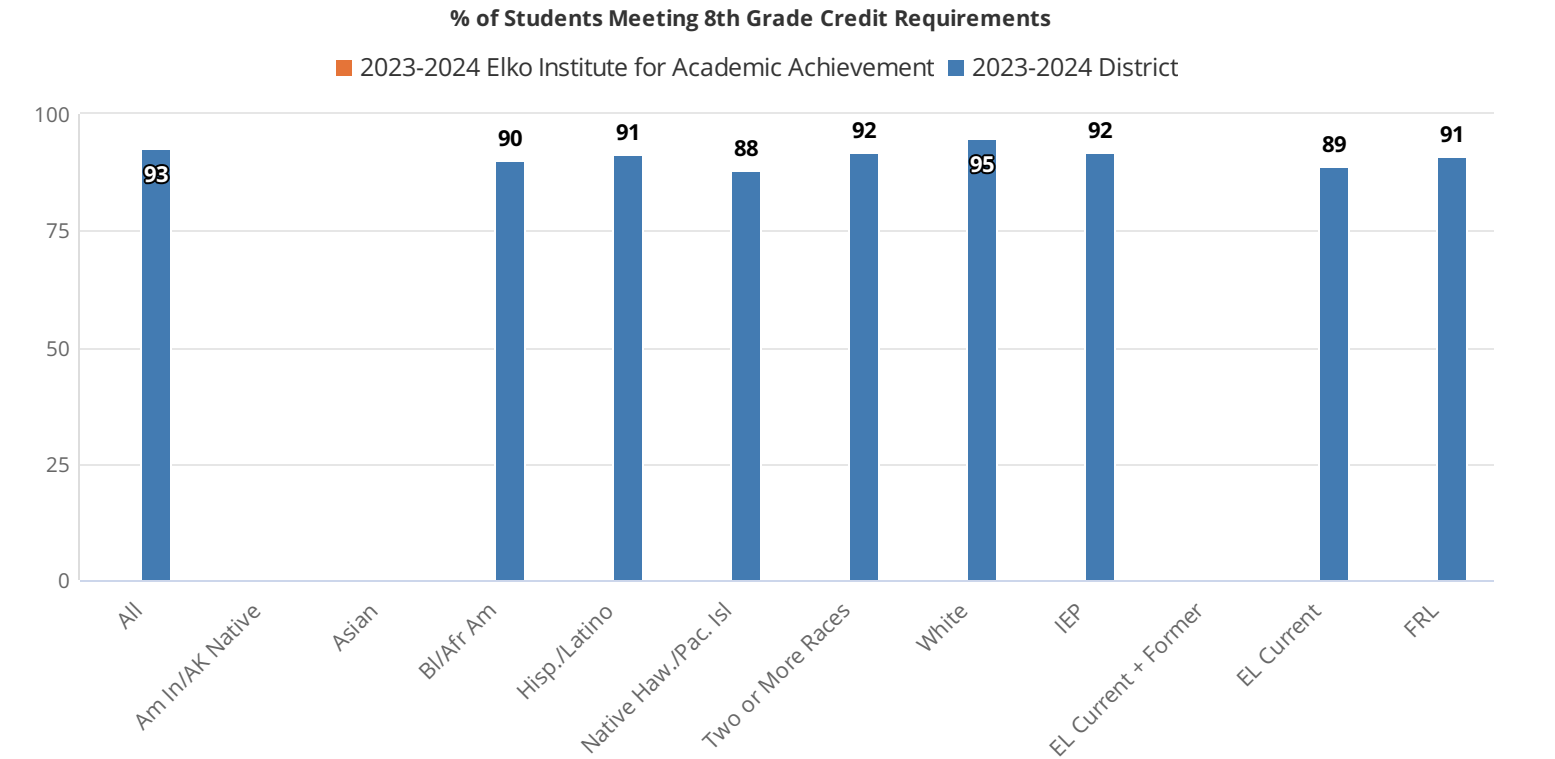




Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	>95	-	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	N/A	>95	N/A	>95
Two or More Races	-	>95	-	>95
White/Caucasian	>95	>95	>95	>95
Special Education	-	>95	-	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	-	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	84.2	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	N/A	90.2	-	89.9
Hispanic/Latino	-	91.4	-	91.4
Pacific Islander	N/A	87.8	N/A	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	>95	94.8
Special Education	-	91.9	-	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	88.7	N/A	90.5
Economically Disadvantaged	>95	91.2	-	90.5



'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.

**Appendix B: SPCSA Academic Performance Framework Rating
Descriptors / Score Ranges and School Reports**

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent [SPCSA Academic Performance Framework Manual](#).

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥ 20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥ 50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥ 80 to 100



2021-22 School Year: SPCSA Academic Performance Framework

Elko Institute for Academic Achievement ES

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2021-22 [Clear Filters](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ 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

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1031 Railroad St Ste 107, Elko, NV, 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 131

Grades Served: K-5

NSPF Rating: N/A

Comparison District: Elko

Comparison School: Elko Grammar ES, Flagview ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

84.9
EXCEEDS 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).

46.9/60

Sixty percent of the school's 2021-22 NSPF score (78.3) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

15 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)

10/10

NSPF score difference of 39.7 between school (78.3 points) and comparison district (38.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 36.8 between school (78.3 points) and comparison school (41.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 62.3% (prior year) to 41.6% (current year).
- ☒ Math non-proficiency decreased from 59.1% (prior year) to 40% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

13/15

Indicator bonus points for: FRL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of 41.1%.

5/5

School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.3%.

2/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 12.2%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
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INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2021-22 School Year: SPCSA Academic Performance Framework

Elko Institute for Academic Achievement MS

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2021-22 [Clear Filters](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ 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

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1031 Railroad St Ste 107, Elko, NV, 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 65

Grades Served: 6-8

NSPF Rating: N/A

Comparison District: Elko

Comparison School: Adobe MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

96.2
EXCEEDS 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).

56.2/60

Sixty percent of the school's 2021-22 NSPF score (93.8) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

25 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)

10/10

NSPF score difference of 61.4 between school (93.8 points) and comparison district (32.4 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 77.8 between school (93.8 points) and comparison school (16 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 52.6% (prior year) to 35.5% (current year).
- ☒ Math non-proficiency decreased from 56% (prior year) to 46.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

15/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district Gr6-8 FRL rate of 30.5%.

5/5

School IEP rate of ≥ 20 to $< 25\%$ compared to district Gr6-8 IEP rate of 12.6%.

4/5

School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 5.2%.

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	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2022-23 School Year: SPCSA Academic Performance Framework

Elko Institute for Academic Achievement ES

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2022-23 [Clear Filters](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1031 Railroad St Ste 107, Elko, NV, 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 132

Grades Served: K-5

NSPF Rating: 5

Comparison District: Elko

Comparison School: Elko Grammar ES, Flagview ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

88.6
EXCEEDS STANDARD

PRIOR YEAR RATING

84.9
EXCEEDS STANDARD

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).

51.6/60

Sixty percent of the school's 2022-23 NSPF score (86.1) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

25 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)

10/10

NSPF score difference of 50.8 between school (86.1 points) and comparison district (35.3 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 41.7 between school (86.1 points) and comparison school (44.4 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 41.6% (prior year) to 39.1% (current year).



Math non-proficiency increased from 40% (prior year) to 43.8% (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.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5

School FRL rate of ≥ 40 to $< 50\%$ compared to district GrK-5 FRL rate of 49.2%.

5/5

School IEP rate of ≥ 15 to $< 20\%$ compared to district GrK-5 IEP rate of 12.1%.

2/5

School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 11.9%.

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	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2022-23 School Year: SPCSA Academic Performance Framework

Elko Institute for Academic Achievement MS

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2022-23 [Clear Filters](#)

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1031 Railroad St Ste 107, Elko, NV, 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 65

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Elko

Comparison School: Adobe MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

95.6
EXCEEDS STANDARD

PRIOR YEAR RATING

96.2
EXCEEDS STANDARD

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).

56.6/60

Sixty percent of the school's 2022-23 NSPF score (94.4) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

25 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)

10/10

NSPF score difference of 67.5 between school (94.4 points) and comparison district (26.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 64.9 between school (94.4 points) and comparison school (29.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 35.5% (prior year) to 43.4% (current year).
- ✓ Math non-proficiency decreased from 46.8% (prior year) to 45.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

14/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of 35.9%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 11.7%.

4/5

School EL rate of <5% compared to district Gr6-8 EL rate of 6.5%.

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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2023-24 School Year: SPCSA Academic Performance Framework

Elko Institute for Academic Achievement ES

[How to Print](#)

2023-24 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence HS
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA HS
- ☐ CIVICA MS
- ☐ Democracy Prep ES
- ☐ Democracy Prep HS
- ☐ Democracy Prep MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 1031 Railroad St Ste 107, Elko, NV, 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 242

Grades Served: K-5

NSPF Rating: 4

Comparison District: Elko

Comparison School: Elko Grammar ES, Flagview ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

86.9
EXCEEDS STANDARD

PRIOR YEAR RATING

88.6
EXCEEDS STANDARD

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).

46.9/60

Sixty percent of the school's 2023-24 NSPF score (78.3) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

15 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)

10/10

NSPF score difference of 48.5 between school (78.3 points) and comparison district (29.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 49.1 between school (78.3 points) and comparison school (29.2 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

ELA non-proficiency was unchanged from 39.1% (prior year) to 39.1% (current year).

Math non-proficiency decreased from 43.8% (prior year) to 40% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

15/15

Indicator bonus points for: FRL EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥95% compared to district GrK-5 FRL rate of 56.9%.

5/5

School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 12.4%.

3/5

School EL rate of <5% compared to district GrK-5 EL rate of 11.5%.

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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2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

Elko Institute for Academic Achievement MS

How to Print

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 782 Country Club Dr, Elko, NV 89801

Website: <https://www.eiaanv.net/>

Validation Day Enrollment: 67

Grades Served: 6-8

NSPF Rating: 5

Comparison District: Elko

Comparison School: Adobe MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

93.3
EXCEEDS STANDARD

PRIOR YEAR RATING
95.6
EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

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

54.3/60

Sixty percent of the school's 2023-24 NSPF score (90.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 43.4% (prior year) to 29.9% (current year).
- Math non-proficiency decreased from 45.8% (prior year) to 36.9% (current year).

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

25/25

25 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)

10/10

NSPF score difference of 61 between school (90.5 points) and comparison district (29.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 59.5 between school (90.5 points) and comparison school (31 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

14/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥95% compared to district Gr6-8 FRL rate of 40.6%.

5/5

School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 13.2%.

3/5

School EL rate of <5% compared to district Gr6-8 EL rate of 6.7%.

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.

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

Appendix C: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report Elko Institute for Academic Achievement Evaluation Date: 9/23/2021 Report Date: 10/13/2021

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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Organizational Performance.....	16
Site Evaluation Findings	22

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/2019/190628-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 Thursday, September 23, 2021 at Elko Institute for Academic Achievement. 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.

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 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

Elko Institute for Academic Achievement is in Elko, Nevada in a facility at 1031 Railroad St. Ste. 107. The school serves 190 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of Elko Institute for Academic Achievement is: "To provide all children with an enriched academic environment that challenges all students to think critically, produce creative products, develop special talents and encourages students to be active problem solvers, and to persevere and accept educational challenges."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

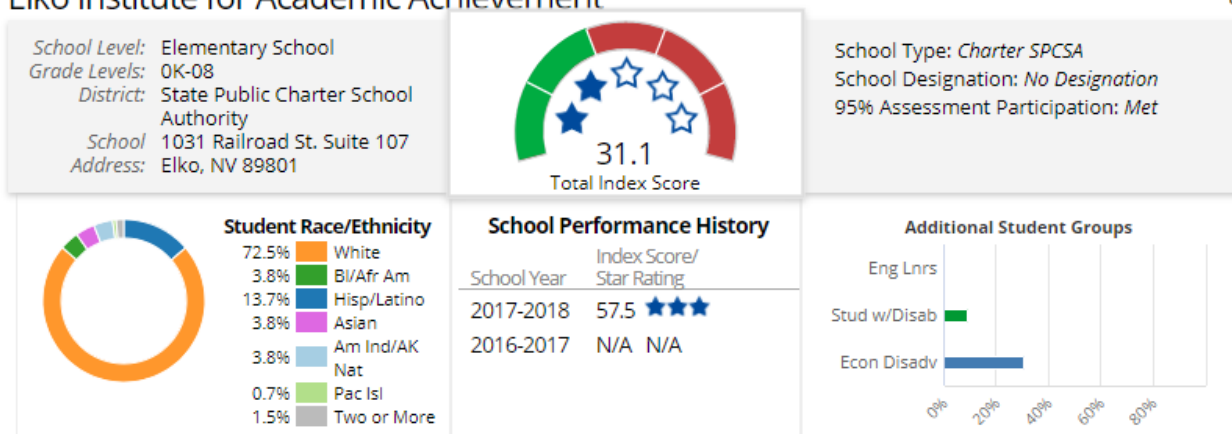
Elko Institute for Academic Achievement serves 190 students in grades K through 8th grade.

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Elko Institute for Academic Achievement

School Year 2018-2019 Nevada School Rating



Middle School

Elko Institute for Academic Achievement

School Year 2018-2019 Nevada School Rating



Elko Institute for Academic Achievement
Math and ELA Results
Nevada School Performance Framework
2019

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency and Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.3	54.5	48.5	36.4	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	20.0	44.6	39.6	41.6	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	31.8	62.3	59.3	38.1	61.1	57.2
Special Education	-	27.4	28.6	-	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	15.7	39.8	39	-	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.3	60.1	57	40.5	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	30.0	51.1	48.2	50.0	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	29.5	66.8	67.4	41.8	65.0	65.7
Special Education	-	26.7	30	-	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	15.7	45.4	46.8	-	40.4	44

Elko Institute for Academic Achievement
Math and ELA Results
Nevada School Performance Framework
2019

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Middle School

Math Proficient

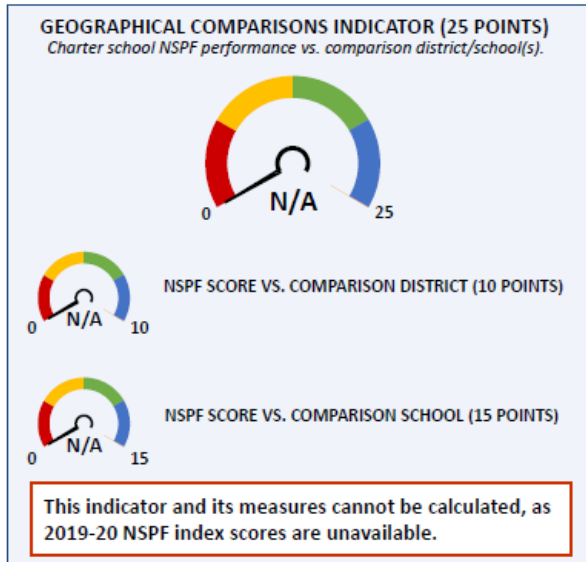
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.9	42.6	36.5	50.0	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	35.2	31.9	29.3	-	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	63.3	51.3	47.1	52.9	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	50.0	29.0	29.2	-	21.7	25.5

ELA Proficient

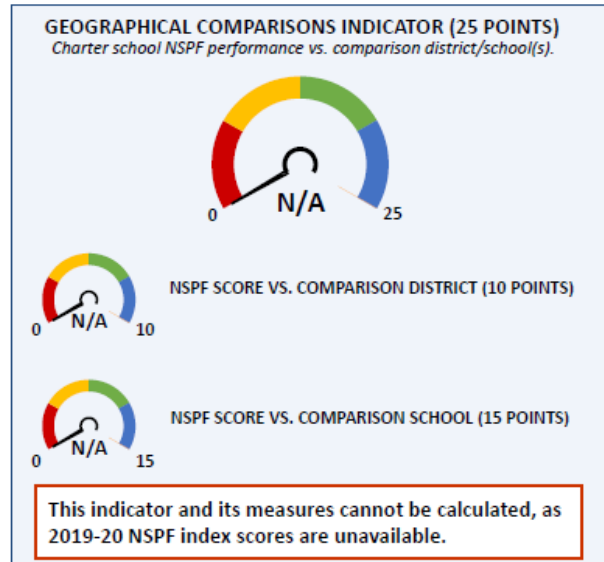
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	49.0	59.6	54.1	75.0	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	47.0	50.3	45.1	-	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	53.3	67.8	66.3	70.5	63.5	64.6
Special Education	-	19.9	21.9	-	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	60.0	46.4	44.4	-	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

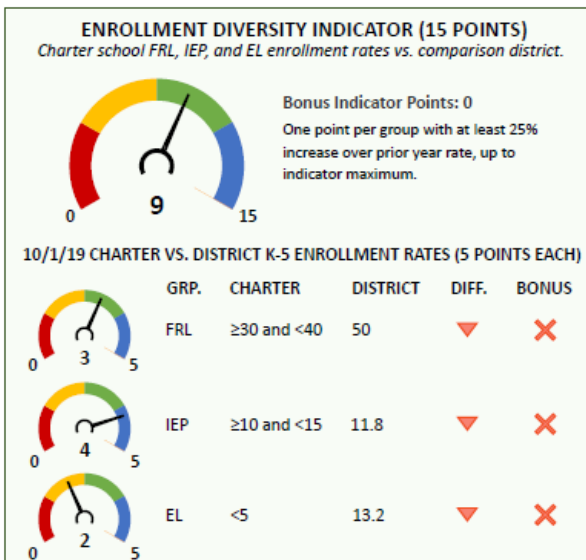


Middle School

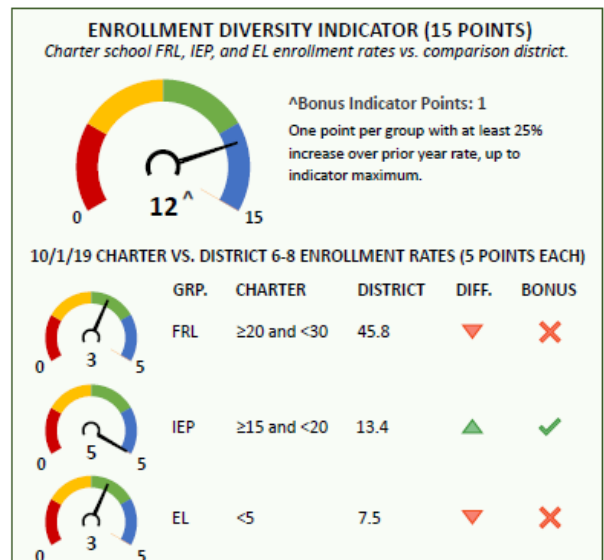


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	7	30 minutes
Students	8	30 minutes
School Leadership	1	30 minutes
Staff	8	30 minutes

Governing Board¹:

1. Two members of the EIAA governing board met with the site evaluation team for about 30 minutes. When asked to describe the school's mission and vision, a member of the board commented, "The mission statement is on the wall in the lunchroom right as you walk in the door. We [the board] have reviewed the mission statement and have slightly modified it and fine-tuned it so that it has become a pocket size statement that the students will know." Board members described the school's greatest strengths as attention to the students and families with a small size school and classrooms leading to a family type environment.
2. When the board was asked about the evaluation process of the school leader, one member commented that the board has spoken about an evaluation, however they have not conducted any formal evaluations of the current school leader. The board member added that informal evaluations between the board chair and the school leader have taken place. The conversation has been about what is going well and what could be improved upon.
3. The board shared information about the expertise that each member brings to the group. They explained that of the seven members, there are parents, and others have a variety of experience in human resources, mining, finance, and legal matters. According to board members, still others have educational experience including someone at the post-secondary, and those in the ranching and agriculture fields. Overall, the board shared that they feel EIAA is doing very well and their only suggestion for improvement was to consider updating the school's website to enhance communication.

¹ 2 members of the 7-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members commented that they always feel welcome at the school. They said that everyone is friendly, and the school has a family environment. Others commented about the ease at which they can express concerns to those at the school. One person stated, "We have the teacher's phone number, e-mail and the principal's as well. It is very nice to have such easy open communication."
2. Parents were asked if they felt the teachers at the school were of high quality. Several parents spoke about certain teachers that have been amazing with their children. A few parents commented on the expertise of the Special Education process and teachers. One person commented, "Mrs. Hernandez was amazing with my son and she made sure that everything was in order for him within the classroom. The result is that my son did not have high levels of trauma as the year began because as a child with special needs, change from year to year is a challenge."
3. Family members spoke about the fact that their children look forward to coming to school each day. They are happy to see their children participate in hands on learning. As field trips return, parents commented that the teachers at the school go out of their way to make learning fun and meaningful. Parents explained that the school provides high levels of challenge to each child. One parent said, "We choose to enroll our kids here and our son was tested for gifted and talented at another school, but this school's curriculum and expectations are more challenging than the gifted program at the other school. One father commented that his son is bilingual and during COVID he was falling behind. The parent said, "The school arranged to have my son come and work one on one with a teacher to improve his phonics. Now my son is reading and doing very well in school."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students were asked to describe something they have recently learned. A variety of responses were voiced including math and how to multiply and divide decimals, in science RNA and DNA debates, reading about constellations and learning about biology and physics. Students described their classrooms as respectful places to learn. One student commented, "Our classroom is big and fun and almost like a household. Everyone knows each other and we move from grade to grade with each other." A second student added, "In my classroom everyone is welcome, and supported, and if a situation happens, we support each other and help each other out."
2. When asked what students believed was one of the most important things a classroom teacher can do, students had several comments. One student shared that, "Helping the students and telling us about important things while making the learning fun is really important." A second student said, "Being considerate and making the classroom environment fun while communicating well with students is the most important. A third student added that, "When a teacher takes a lot of time to understand where we are struggling so she can help and also making the classroom engagement high and not too fun but productive, then this is most important. Lastly, one student summed it up saying, "It is important to value students and know who they are so that the teacher knows what to do when students are struggling and help them learn."
3. Students explained several instances where their families have been involved with the school. These included fundraisers like car washes for clubs, chili cookouts, ice cream socials, and milk delivery to classes. Students were eager to share their ideas to improve the school and offered a multitude of ideas. They suggested that the size of the school is a bit tight with narrow hallways so a new building would be appreciated. In addition, they would like to see the school bring back hot lunches and commented that the food was very good. They would like to suggest that the school install some more play structures on the grass at the school because, it is too plain. Students would like to see the school add some different types of clubs such as robotics, art, game club. return. Finally, students suggested that the school offer a second PE class, more computer class, coding, roll playing, and a performing arts club.

FOCUS GROUP SUMMARIES

Leadership:

1. The school leader shared that one challenge at the school is only having one teacher per grade level. This situation makes it a bit difficult to have PLC/grade level teams. Another area impacted by the grade configuration and enrollment is the creation of interventions by grade level. Each teacher has worked within their own schedule and developed methods for collaborating with other grade level teachers. When asked about filling vacant positions at the school, the leader said it is always challenging and seems to be even more of an issue recently. The school leader went on to share was successful in filling two openings from the previous year and is pleased with the teachers that have been hired.
2. The school's principal shared that she is appreciated of having a Vice Principal, who teaches in the morning and supports her in the afternoon. She explained that she has high levels of trust with regard to the school board and in particular the Board Chair. When asked about last year and the COVID mitigation requirements, the principal said that the school did absolutely everything they could to get students into the building and learning at school within the restraints. For example, the school had students who were having trouble, come and work in the lunchroom, six feet apart from others but with support from teachers. She said this benefited many students and families at the school.
3. When asked about her relationship with family members, she said that most have her cell phone number and call at any time. She has known many families as she was a teacher, then an Assistant Principal prior to becoming the school leader.

Staff:

1. The staff shared that they see the top two strengths at the school as having a staff that works well together, and a strong commitment to data driven decisions to benefit students. One staff member commented about using academic data to drive next steps in instruction, and said, "It used to scare me before I had my own classroom. Now over the last two years I've learned how to use the data to know what to do with my students. I can see what they are doing to make sure it is aligning."
2. The teachers have found inventive measures to take to provide interventions to their students. With one class per grade level, the teachers have each come up with ways to build in extra time and support for students. One teacher explained that she used DRA interventions for phonics and i-Ready for teacher interventions. Another teacher said she uses the IXL website which is dialed in for students to practice and she pulls instructs students through a mastery of the standard all together. A middle school science teacher explained that she teaches whole group Science and those who tested low in biology go to Google Classroom in biology.
3. Staff members stated that they work closely to meet the needs of students having an IEP. The special education teacher and classroom teacher collaborate and communicate so that they are working toward the same goals. Focus group members shared that extra staff joins them in the classroom and this creates more individualized instruction for all students. The staff said the school leader invites input from the staff through e-mails, talking face to face, and weekly professional development. The staff said that the leader is constantly asking their opinion and getting their input. Staff added that their school leader is strong instructionally and is hands on in working alongside teachers to dig into the data and make excellent decisions for their students.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	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: 2	Total: 10	Total: 0	Total: 0	Total: 0
	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: 2	Total: 10	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	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: 1	Total: 11	Total: 0	Total: 0	Total: 0
Managing Student Behavior	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: 4	Total: 8	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

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 is 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: 3	Total: 9	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
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: 0	Total: 8	Total: 0	Total: 0	Total: 4
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: 0	Total: 7	Total: 0	Total: 0	Total: 5

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	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: 4	Total: 8	Total: 0	Total: 0	Total: 0
	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: 0	Total: 12	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	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: 4	Total: 8	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe 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: 7	Total: 5	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

Best Practices Observed:

At the Elko Institute for Academic Achievement, there was a pattern of students receiving individual instruction and immediate feedback regarding their classroom learning goal.

1. In a lower-level elementary classroom there were three adults in the classroom. Some students were working with the teacher on syllable recognition instruction, another small group was working on a picture sort which was monitored by an adult who was recording student's ability to sort pictures by sounds, and one child worked one on one with a third teacher/possibly special education. The remaining five students worked independently on i-pads practicing skills early reading skills.
2. A middle school math teacher circulated around the room and monitors how students are moving forward in solving a math problem. As she noticed a student may have difficulty, she stopped and asked the individual student high level probing questions to help the student figure out how to move forward.
3. A lower middle school teacher called upon a student to read aloud to the class as the remainder of the students follow along. As the students did this, the teacher stopped everyone and said, "What did you read? Tell me." Each student was required to provide a summary of the reading including details. After these students wrote to summarize their reading, the teacher provided each student detailed feedback regarding their writing. It was given in a timely manner and was specific and to the point. As students began the assignment, she noticed that some students either had questions or were not doing the assignment according to the written directions. The teacher asked the students to read the directions again until they realized that they were not following the directions. She was all business and had very high expectations for students.
4. In a middle elementary classroom, students were working independently with small table groups as they wrote. The teacher turned on music and was kind to students. For example, when one student moved to a table to focus and others followed, the teacher calmly explained that the young lady who had moved did so because she wanted to focus. This was all she said, and the others quietly moved back to their chairs. This teacher roamed the room, whispered encouragement and suggestions to students as they wrote.
5. In a special education classroom, a student became frustrated during one-to-one instruction, even though he had previously been doing well and getting the answers correct. The teacher told him, "Let's be proactive. What strategy have you learned when you get frustrated?" The student responded, "The stress ball and I don't have it!" The teacher said, "It's okay, I have one." Then the teacher threw the ball with the student for a brief period. She went back to the original question which frustrated the student, and he was able to get the question correct. The teacher pointed out to the student that he really can do it and to remember the strategy when he becomes frustrated in the future.

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
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	The Elko Institute for Academic Achievement has worked with Northeastern Nevada Regional Professional Development Department to vet and choose a guiding curriculum for both math and ELA. The school has adopted Eureka Math and Reader's and Writer's workshop as the main guiding curriculum. They have been using both for two years and have learned there are some definite holes when it comes to aligning with SBAC and the state standards. Teachers have been working with instructional coaches and in collaborative groups to fill some of those holes and ensure students are getting a well-rounded standard led education. One of the decisions they made working through COVID was to go back to the basics. Eureka math is strong in giving the students a lot of different tools and strategies when solving a problem. Teachers work to identify the Big rocks of their grade level. These are the standards and skills that their students must have mastered when they leave that grade level. Identifying these big rocks allows teachers to easily communicate to parents and students what the expectations are. The Reader's and Writer's workshop approach to teaching reading is still used but just like in math teachers have been working to better incorporate the basics of their grade level into their daily instruction. The main goal has been to use the state standards along with the student data to plan instruction and intervention. EIAA has hired an outside company RTB data consulting to help analyze their assessments throughout the year and help pinpoint areas that may need strengthened. EIAA will continue to work with Northeastern Nevada Regional Professional Development Program (NNRPDP) to improve instruction and student success.

Measure	Description	Evidence Collected
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	EIAA uses several methods when hiring a teacher. They post the job in the local paper and at the colleges and universities around including Elko, Salt Lake, Reno, Twin Falls, Boise, Utah, and Montana. They also use third party sites such as Indeed and Barefoot to recruit across the country. Another method is hiring a teacher who is going through an ARL program to become a licensed professional. EIAA works hard to make sure teachers are always working towards improving their practice and staying up to date on the most recent research and data. EIAA works closely with the Professional Development Departments in Washoe, Northeastern Nevada, and Clark County. The school currently has seven teachers working towards a degree or endorsement. They just had one teacher finish her National Board. If a teacher needs some time to work towards these goals, the school will find a way to get them time and support in funding. - State Assessment – SBAC (Once a year 3rd-8th grade Math and ELA – 5th and 8th also have science) MAP (Twice a year for Kinder – Three times a year for 1st-8th) Brigance (Once a year for Kinder) WIDA (Once a year for identified students) - School Wide Assessments – MAP, i-Ready, DRA - Classroom Data – MAP, i-Ready, DRA, Formative assessments before a unit is started, Mid module assessments (formal assessments part way through module), Summative assessments at end of module. Teachers use formative assessments such as running records, check off sheets, exit tickets, classroom discussion and presentations, and problem sets to assess student progress, miss conceptions, and understanding of what is being taught. - The teachers use leadership binders to help keep students and parents on board and in the process of monitoring growth. An outside vendor looked over the data and then presented it to the school, met with the grade level, and talked about learning gaps.
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	EIAA invites all stakeholders and members of each IEP team to every meeting. SPED staff is constantly meeting with other staff throughout the building and with the student and parents to make sure the course of action is the right course of action. The school often meets several times a year with parents and staff to make sure growth is being made and any adjustments needed take place. The school makes it very clear to all families that if they have a question or see something isn't working, they have every right to request a meeting. The school shared that they encourage parents and guardians to call a meeting so all can get on the same page and headed in the right direction. Each IEP is different which means each IEP follows a different path and different assessment tools are used dependent on what is needed. The parents have discovered that the Special Education Department is so strong that there are several families on the wait list. The school staff tries to do full inclusion, but there are times that the students need pull out.

Measure	Description	Evidence Collected
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	All teachers have been trained in best practices from Northeastern Nevada Regional Professional Development Program. One teacher has an ESL endorsement, two teachers with SPED endorsement and three additional teachers currently working towards their ESL endorsement through Southern Nevada PDP and SUU.

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	Seven-member board and they receive annual training and conduct regular meetings.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	The school advertises for open enrollment in both English and Spanish using radio, newspaper, flyers to families, Head Start, flyers in grocery stores laundromats and restaurants. Additionally, the school conducts targeted marketing and outreach to communities with high numbers of ELL students. EIAA has adopted Restorative Practices to proactively develop relationships and a sense of community and repairing the community when harm is done.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	EIAA has spent a lot of time making sure their building and classrooms are secure and have the needed supplies in an emergency. EIAA teamed up with the local fire marshal and the sheriff's office to analyze their emergency plan, facility, equipment, and protocols. After initial observation and assessment training for staff was scheduled, supplies were ordered, and drills were put in place. EIAA has installed a magnetic locking door that separates the front office from the rest of our classrooms. They have finished the installation of doors on our classrooms and installed cameras in the main areas of the school. Classrooms have emergency backpacks and buckets containing emergency items for a class of 24 students to survive for a 48-hour period. The EIAA Emergency team met and completely revamped the school's emergency plan which has been used for the past two years. EIAA continues to complete staff training and student drills. Their safety motto is Stop and Think in any scenario whether it is fire drill, evacuation, lockdown etc. This way the staff and teachers are ready for any scenario that arises.

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

School staff ability to address previous recommendations

Strengths in place: Positive School Culture and Strong School Community Emphasis on student-centered instruction School Safety

Evidence the school can provide to support the implementation of previous recommendations.

Recommendation

1: Increase Instructional rigor and implement more higher-level questions

Action: Teachers were provided professional development and instructional coach to focus on this area. Teachers were required to plan ahead and identify higher level questions to use within their lessons. Teachers have submitted their lesson plans with higher level questions and then worked with instructional coach to make sure questions were of higher level, aligned with content, and induced deeper collaboration and thought from students. Teachers continue to work collaboratively with members on staff to improve instruction.

2. Strengthen the development of and adherence to stated daily objectives

Action: Teachers have been working the last two years to really own their craft. They have been working to deconstruct their standards identifying big rocks (to be mastered by end of grade level) with "I Can" statements. Teachers have worked and refined methods to not only share these "I Can" statement with students but make them a part of tracking and monitoring. Teachers are using student leadership binders to share objectives, "I Can" statements and track goals. Teachers have shared and will continue to share big rocks, I can statements and student goals with parents.

3. Develop and Further Enhance the Leader in Me Program

Action: EIAA had planned on holding Leader in Me themed family nights but with COVID that was put on the back burner until this year. They now have the leadership team working to organize and plan leader in me focused family nights highlighting different careers and future opportunities for students. They continue to use Leader in Me in classrooms and bring the seven habits to the forefront when discussing academics, health, and behavior. Students have leadership binders that contain their goals, and data to track those goals. During COVID and continuing, inform a habit is highlighted and discussed during the school's monthly newsletter to families.

4. Incorporate Stronger Governing Board Training

Action: All board members attended a training either in person or virtually during the 2019 school year. The Board chair continues to attend trainings and work with the board members on training opportunities. All board members have been given training materials for board governance and open meeting law. The Board Chair is currently working with Admin to bring someone to Elko for board training.

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

Reasons school will require additional time to fully address the recommended items.

The school has had challenges defined during the last evaluation but have been working to improve those challenges. They report that they have grown and will continue to grow and refine their practice. There are two new teachers this year and the school has been working to get them up to where the other teachers are as far as planning, pacing, big rocks, I can statement and objectives. One of the new teachers is completing her student teacher experience and is starting from scratch and the other teacher has been teaching for 15 years so she is comfortable putting together her pacing guides and aligning "I Can" statement.

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. The school's principal is an instructional leader who develops and communicates a vision and goals for her school. She sets high standards for student achievement and encourages staff to improve their teaching practice on a continuous basis. She clearly has a strong impact on levels of student learning.
2. The members of the EIAA school board provide strong levels of oversight to the school and ensure that it operates in accordance with its purpose. The board chair in partnership with the school leader led parents, students, and school staff in rewriting the mission statement. As a result, the mission statement has been shortened and the school community feels the statement accurately represents the school. The mission statement has been painted on the lunchroom wall and is refereed too often. A high performing school board is a definite strength at this school.
3. As school across the state of Nevada begin to implement recovery plans from the past year, the need to engage students is more crucial than ever before. The evidence at EIAA show that there are very strong levels of student engagement and educators use multiple strategies to effectively connect with students. There were multiple instances of teachers building motivation. Not only were students seen attending to their purpose or task, but the tone and content of students' communication with their teachers and peers was one of caring and connectiveness. EIAA has strong levels of student engagement, appreciation, and direct feedback to students regarding their learning or understanding of content.
4. The Special Education program at EIAA is dedicated to meeting the needs of each student. This was evidenced in the parent, leader and staff focus groups. A pattern of best practices for special education emerged and included the school providing smaller class sizes, teachers creating procedures in case of meltdowns and understanding the student enough to limit them. In addition, parents have full access to special education and classroom teachers as well as school leaders. Several stories about the progress of students with special needs came forth during the parent focus group and it is clear that the communication between families and members of the school has led to meaningful break throughs for students. The classroom observation portion of this evaluation also yielded several instances of a classroom teacher providing accommodations within a regular education classroom to fully include the student with special needs. During a small group teaching session with a student with special needs and his special education teacher, the teacher strategically skillfully led a student away from becoming overwhelmed with the work of the learning and helped him self-monitor his frustration to the point of realizing he could do the high expectation of work put before him. See pg. 14, #4 in this report for a more detailed summary.

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.

1. Due to the small size of the school, there is just one teacher per grade level making it difficult to collaborate and build instructional units as well as interventions as a grade level team. This is a drawback of operating a small school, although the school has attempted to find creative solutions to build a strong instructional community.
2. The current school facility provides limited space, and the building continues to have a challenging structure. EIAA has been eyeing a new facility for some time, but the current learning environment presents some obstacles for students, staff and families.
3. Upon returning from a full year of less instructional classroom time due to COVID pandemic, the school has faced the challenge of determining where academic gaps exist for both individual students. In addition, the school community is transitioning slowly to the way things were prior to the pandemic, even though there are still some mitigation measures in place. This is a time of transition and action for the entire school community, and it will be a challenge faced by all brick-and-mortar schools across Nevada.
4. The school's official star rating has been carried over year to year since 18-19. This is challenging and frustrating because the unofficial data indicate that a highly positive academic growth trend is present at the school. EIAA has mitigated this issue somewhat through the use of internal data and assessments.

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 monitor individual student data and improve instructional measures in classrooms. As noted above, there has not been any official statewide ratings for multiple years. Because EIAA is currently operating under a Notice of Concern, it will be vitally important that the school continues to prioritize data-driven instruction so as to ensure that future ratings show improvement, particularly at the elementary level.
2. The school board should implement a formal school leader evaluation and make this a routine and yearly process. Annual evaluations for teachers as well as school leaders promote continuous improvement and can also be used for accountability purposes in the case of poor performance. The SPCSA evaluation team as well as other staff members are happy to provide board members examples of evaluations from other charter schools upon request. Establishing a strong evaluative tool will likely help the school drive improvement at the elementary level.

RECOMMENDATIONS continued

3. The school board should consider developing a pool of possible candidates well ahead of any openings on the board. SPCSA staff recognizes the unique challenges of filling board vacancies in a rural community as there may be fewer individuals available to fulfill statutory requirements. That said, identifying possible future board members proactively may quicken and smooth out the transfer of new board members when there is an open spot on the school board. This practice also ensures that the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school.
4. Consider taking part in the upcoming Formative Assessment Training for school leaders. As noted throughout this report, there have not been any statewide ratings for multiple years. This training may help school leaders operate at a high level and drive improvement, especially in the short term.

DEFICIENCIES

There were no deficiencies identified for Elko Institute for Academic Achievement during this site evaluation.



ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

1031 Railroad Street, Suite #107

Elko, Nevada 89801

Phone: (775) 738-EIAA (3422) Fax: (775) 738-3488



10/21/2021

From: Elko Institute for Academic Achievement (EIAA)

RE: Site Evaluation Report

To Whom it May Concern,

EIAA thanks the SPCSA for your visit to our school. We appreciate your feedback and would like to submit a response to the Draft of Site Evaluation Report. During the 2018-2019 school year our elementary school received a 2-star rating. Since then, our school including all our stakeholders have been working hard to improve instruction, growth, and proficiency levels at our school. During this time COVID drastically shifted our direction and became a challenge we hit head on. I am happy to announce that by our calculations, the calculations of staff at SPCSA, and the calculations of RTB data, our 2020-2021 SBAC data show our elementary school would be a 3-star school and our Middle school would still be a 5-star school.

During a time of unknowns and a shift in our educational structure, we were able to not only maintain our student levels but grow our students. The SBAC data shows our Elementary MGP for ELA was an 83 and our MGP for math was a 61. Our proficiency for Elementary moved from 28.3% to 37.7% and in math from a 33.3% to a 40.9%. Looking at EIAA's overall proficiency we are at a 42.8 for Math and 42.5 for ELA. Elko County School District is at 21.2% proficient for Math and 38.45 for ELA. This data shows our students are outperforming the district with which we reside.

As we continue with the growth we had during the last two years, we are working our way to being a 4- or 5-star school for both Elementary and Middle school. As EIAA's administrator, I think it is important we highlight the hard work and dedication of our teachers, students, and parents. We will continue to reflect and grow as a school and look forward to sharing our successes and failures as we provide a high-quality education to our students.

Sincerely,

Ashley Perkins
EIAA Principal
Office 775-738-3422
aperkins@eiaanv.net



Nevada State Public Charter School Authority

Site Evaluation Report: Elko Institute for Academic Achievement

Evaluation Date: 4/30/2024

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
Focus Group Summaries	7
Classroom Observation Totals	8
Organizational Performance.....	11
Site Evaluation Findings	14

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 4/30/2024 at Elko Institute for Academic Achievement (EIAA). 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.

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 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 regularly to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

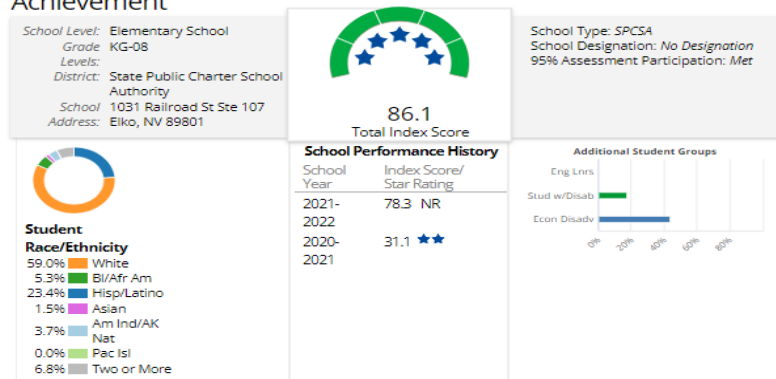
EIAA is located in Elko, Nevada in a facility at 782 Country Club Dr.(temporary) 1031 Railroad Street, Suite 107. The school serves 309 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of name of school is: "to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE.

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School Elko Institute for Academic Achievement

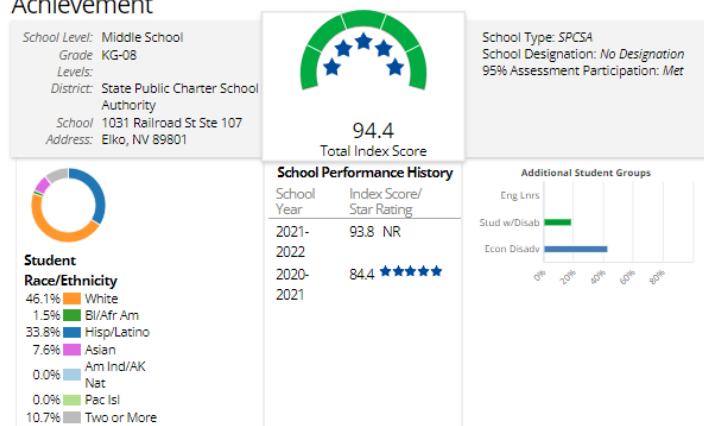
School Year 2022-2023 Nevada School
Rating



Middle School

Elko Institute for Academic Achievement

School Year 2022-2023 Nevada School
Rating



Math and ELA Results

Nevada School Performance Framework

2023

Elementary School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.2	52.0	53.5	60.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	41.1	42.2	45.5	38.0	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	59.4	63.7	63.3	68.7	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	60.8	39.0	44.9	44.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	60.9	54.6	61.2	58.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	52.9	45.9	53.2	47.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	59.4	64.4	70.6	65.6	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	65.2	42.0	51.9	40.0	42.8	49.4

Middle School Proficiency Rates

Math Proficient

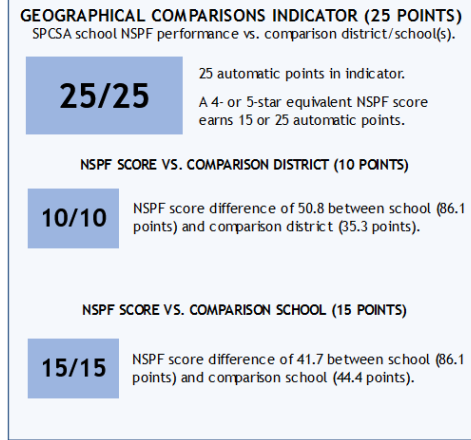
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	54.2	38.5	42.7	53.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	33.3	28.3	36.2	25.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	69.2	51.4	52.3	60.9	48.1	49.8
Special Education	20.0	11.5	26.5	23.0	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	46.1	24.9	36.1	42.3	23.9	32.7

ELA Proficient

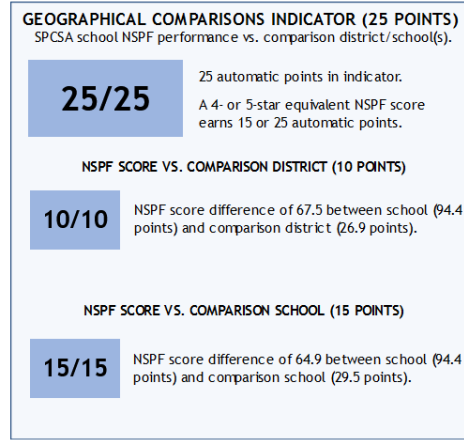
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	56.6	53.4	58.6	64.5	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	42.8	44.8	50.5	25.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	74.0	64.0	69.6	75.6	67.2	68
Special Education	30.0	17.4	29.6	23.0	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	42.3	40.8	49.8	50.0	45.9	47.1

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

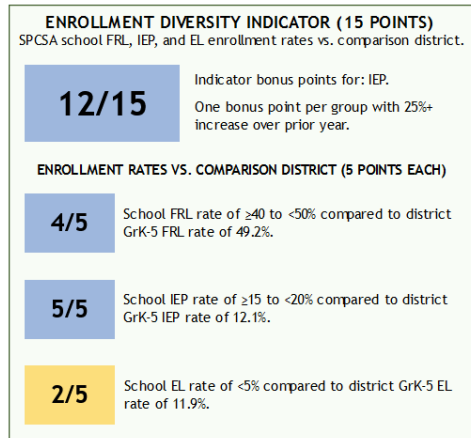


Middle School

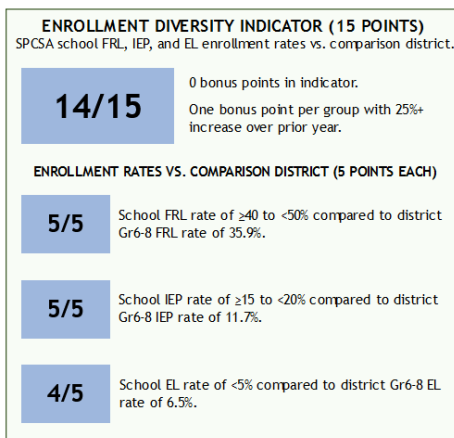


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

The Elko Institute of Academic Achievement is currently in the third year of its charter contract with the State Public Charter School Authority and has been operating in a four- or five-star status rating per the Nevada State Performance Framework as noted on page four of this report. In addition, the school is in good standing on the academic, organizational, and financial frameworks within the SPCSA, as noted on page six of this report.

As such, the SPCSA conducted an abbreviated site evaluation as permitted under [NRS 388A.223](#).

There were no focus groups conducted per the abbreviated site evaluation conditions.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 6 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 make an effort to 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.
Establishing a Culture for Learning	Total: 3	Total: 3	Total: 0	Total: 0	Total: 0
	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: 2	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: 1	Total: 5	Total: 0	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: 4	Total: 2	Total: 0	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: 4	Total: 0	Total: 0	Total: 1
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: 4	Total: 2	Total: 0	Total: 0	Total: 0

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: 4	Total: 2	Total: 0	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: 2	Total: 4	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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 evaluated during the site evaluation process. Measures are partially evaluated based on 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	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 as well as reviewing curricular materials. 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.	The Elko Institute for Academic Achievement has chosen a guiding curriculum for math and English Language Arts (ELA). Teachers work in collaborative groups to ensure students are getting a well-rounded standard-led education. Teachers work to identify the 'Big Rocks' of their grade level. Big Rocks are the standards and skills that students must have mastered when they leave that grade level. All teachers have been trained in best practices from the Northeastern Nevada Regional Professional Development Program. Some teachers have an ESL endorsement and others have a SPED endorsement.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	EIAA has a seven-member board and they receive annual training and conduct regular meetings.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately. Measure 4d: Personnel files are under lock and key/stored appropriately	Both student records and personnel files were observed to be locked and stored in a secure location.
Indicator 5: School Environment	Measure 5b: Evacuation plans for classrooms are posted and fire extinguishers on all floors are tagged. There is an active permit for food service (if applicable) Nurse requirements are met through visual check of the health office, disposal of sharps, cot, refrigeration	Each classroom had an evacuation plan posted. Fire extinguishers are present with updated tags. The nurse station has a cot, sharps container, and a refrigerator for medication.

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.

Prior recommendations by SPCSA staff.	1. Continue to monitor individual student data and improve instructional measures in classrooms. EIAA is currently operating under a Notice of Concern at the elementary level and the school must continue to prioritize data-driven instruction so future ratings show improvement. 2. The school board should implement a formal school leader evaluation and make this a routine and yearly process. Annual evaluations for teachers as well as school leaders promote continuous improvement and can also be used for accountability purposes in the case of poor performance. 3. The school board should consider developing a pool of possible candidates well ahead of any openings on the board. SPCSA staff recognizes the unique challenges of filling board vacancies in a rural community as there may be fewer individuals available to fulfill statutory requirements. 4. Consider taking part in the upcoming Formative Assessment Training for school leaders. This training may help school leaders operate at a high level and drive improvement, especially in the short term.
School assessment of progress made against recommendations and evidence provided, or reasons the school believes additional time may be necessary to fully address past recommendations.	1. Data is the focus of every decision the school makes. The Notice of Concern has been removed and EIAA is rated a five-star school for both elementary and middle school. 2. EIAA's board has implemented a formal leader evaluation, and it has become a yearly process. 3. EIAA has been able to conduct community outreach and identify several qualified candidates with different backgrounds to serve on the board. 4. Leadership did take the formative assessment trainings.
SPCSA staff assessment based upon findings during site evaluation.	SPCSA evaluators agree with the school's assessment of progress.

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.

- **Highly Committed Staff**

The staff at EIAA is highly committed to building strong relationships with students, families, the community, and the school leadership team. Due to strong levels of collaboration and trust, instructional staff members seek out opportunities to continually improve the art of teaching. By setting high expectations for themselves, the EIAA staff uphold the belief that all students are capable of growth, improvement, and success both academically and socially. This thought process has contributed to the school's success in attracting high-quality teachers to work and thrive at EIAA.

- **Five- Star Middle and Elementary Schools**

EIAA's Middle School has been a five-star school for the last five years. It is ranked in the top six schools compared to all 250 middle schools statewide. EIAA's Elementary School has worked hard to become a five-star school and is ranked in the top 16 schools compared to all 450 elementary schools across the state.

- **Continued Data-Driven Instructional Methods**

EIAA operates on the premise that the school's academic data and the Nevada State Standard should drive instructional decisions. The school has created student portfolios and meets together once a month to discuss each student's strengths and areas of improvement. These meetings are detailed in nature with staff focusing on which personalized strategies will best benefit each student and how best to implement them for maximum growth. In addition, EIAA implemented a Positive Behavior System and Response to Intervention model to ensure any obstacle interfering with maximum student achievement is being addressed. This involves having tough conversations as a staff, with students, and with family members. Letting the data and the state standards drive instruction and decisions that take place.

- **Acquired own Facility**

EIAA has been working on acquiring their own facility for the last seven years. They will be able to move into the newly remodeled facility for the 2024-2025 school year.

- **Continued Enrollment Growth in Combination with Five-Star School Status**

Up until 2023, EIAA served 198 students in grades kindergarten through eighth grade, with one class per grade level. During the 2023-2024 school year, EIAA added a second kindergarten through fourth-grade level bringing the student enrollment to 308 students. During the upcoming 2024-2025 school year, EIAA will be adding a second fifth through eighth-grade classroom bringing the enrollment to 396 students. EIAA is in good standing and meets standards for all three SPCSA frameworks, the Academic, Financial, and Operational through the State Public Charter School Authority.

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.

- **Facility Moving and Limits to New Facility**

One challenge for EIAA is the facility. They are currently split into two locations, renting a portion of the Boys and Girls Club for 5th-8th graders. EIAA had to change their lunchroom into a classroom. The remodeled facility will be done soon, which will allow all the grades to one facility. It will allow EIAA to expand to 396 students fully. However, the facility will still be a challenge as maximum capacity will be immediately realized at the beginning of the 2024-2025 school year. The rooms set aside for specials and electives are small in size, and the school expects to need four rooms and has two for this purpose. There is currently no gym or area for the entire school to congregate all together.

- **Funding**

The second challenge is funding. It has taken EIAA seven years of saving money and getting into a facility that would allow them to grow enrollment to two classes per grade level instead of one. This allows EIAA teachers to have a grade-level partner to collaborate with. The new facility, however, does still have limitations for space as mentioned above. This possibility of expanding will cost additional funds. Moving forward EIAA will most likely lose their Title 1 funding along with all the Elementary and Secondary School Emergency Relief Funds (ESSER) and COVID funds that allow them to have aides to help provide intensive focused intervention and Tier-2 instruction to kids who need it. EIAA currently struggles with the district high school and could greatly benefit the students by expanding the school into a high school. Funding is the hurdle at this time.

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 Collaborate**

Continue to collaborate, have high expectations, and have a strong and dedicated staff to maintain the five-star status in both elementary and middle school. With the continued growth of school enrollment and the expansion of the number of students in grade levels in fifth through eighth grade, the number of students coming from outside the school setting increases. The high levels of both student growth and proficiency levels may be challenging. As the school anticipates the growth process indicators to be low, since the majority of students are currently below grade level, continue to keep looking at student growth and using collaborative practices, and student-centered decisions knowing that the number of new students, and those below grade level entering students will stabilize and be more consistent in the near future.

- **Consider Advertising**

Consider efforts to work on advertising in areas of Elko to increase the overall rates of English Language Learners enrolled at EIAA. It is hoped that this will improve. EIAA's current diversity score is 12/15.

STRONG RECOMMENDATIONS

There were no Strong Recommendations identified for EIAA during this site evaluation.

DEFICIENCIES

There were no Deficiencies identified for EIAA during this site evaluation.

Appendix D: SPCSA Financial Performance Framework Results for
2021–22, 2022–23, and 2023–24

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Eagle Schools of Nevada
- ☒ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Cactus Park
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate

 Nevada State Public Charter School Authority 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.		2022-23 Fiscal Year: Financial Performance Framework	
Elko Institute for Academic Achievement Address: 1031 Railroad St, Ste 107, Elko, NV 89801 Website: https://www.eiaany.net/ Enrollment: 309 Grades Served: K-8		2022-23 Meets the Standard	2021-22 Meets the Standard
1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☒ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori School
- ☐ Somerset Academy of Las Vegas



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.

2021-22 Fiscal Year: Financial Performance Framework

Elko Institute for Academic Achievement

Address: 1031 Railroad St, Ste 107, Elko, NV 89801
Website: <https://www.eiaany.net/>
Enrollment: 196
Grades Served: K-8

2021-22

2020-21

Meets the Standard

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Not Rated

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

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

- Name
- ☐ (Blank)
 - ☐ Alpine Academy
 - ☐ Amplus
 - ☐ Battle Born Academy
 - ☐ Beacon Academy of Nevada
 - ☐ CIVICA Nevada Career & Collegiate Acad.
 - ☐ Coral Academy of Science
 - ☐ Democracy Prep
 - ☐ Discovery Charter School
 - ☐ Doral Academy of Nevada
 - ☐ Doral Academy of Northern Nevada
 - ☒ Elko Institute for Academic Achievement
 - ☐ Equipo Academy
 - ☐ Explore Academy
 - ☐ Founders Classical Academy of Las Vegas
 - ☐ Freedom Classical Academy
 - ☐ Futuro Academy
 - ☐ Honors Academy of Literature
 - ☐ Imagine Schools at Mountain View
 - ☐ Leadership Academy of Nevada
 - ☐ Learning Bridge Charter School
 - ☐ Legacy Traditional School
 - ☐ Mater Academy of Nevada
 - ☐ Mater Academy of Northern Nevada
 - ☐ Nevada Connections Academy
 - ☐ Nevada Prep
 - ☐ Nevada Rise
 - ☐ Nevada State High School
 - ☐ Nevada State High School - Meadowood
 - ☐ Nevada Virtual Charter School
 - ☐ Oasis Academy
 - ☐ pilotED Schools - Cactus Park Elementary
 - ☐ Pinecrest Academy of Nevada
 - ☐ Pinecrest Academy of Northern Nevada
 - ☐ Quest Academy
 - ☐ Sage Collegiate Public Charter School

Nevada State Public Charter School Authority		2023-24 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.		2023-24	2022-23
Elko Institute for Academic Achievement Address: 1031 Railroad Street, Ste 107, Elko, NV 89801 Website: eiaa.nv.net Enrollment: 398 Grades Served: KG - 08		Meets the Standard	Meets the Standard
1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix E: SPCSA Organizational Performance Framework Results
for 2021–22, 2022–23, and 2023–24



2021-22 School Year: Organizational Performance Framework

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.

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Career & Collegiate ..
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ..
- ☒ Elko Institute for Academic ..
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle ..
- ☐ Honors Academy of Literatur
- ☐ Imagine School at Mountain ..
- ☐ Leadership Academy of Nev..
- ☐ Learning Bridge Charter Sch..
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ..
- ☐ Nevada Connections Academ
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - ..
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy of Nevad
- ☐ Pinecrest Academy of North..
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori

Elko Institute for Academic Achievement

Address: 1031 Railroad Steet, Ste 107, Elko, NV 89801

Website: <http://www.elkocharterschool.com>

Enrollment: 196

Grades Served: K-8

2021-22

100.00
Meets Standards

2020-21

Meets
Standard

SCORING TABLE

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

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2022-23 School Year: Organizational Performance Framework

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.

- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and C...
- ☐ Coral Academy of Science-L...
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ...
- ☒ Elko Institute for Academic ...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literatur...
- ☐ Imagine School at Mountain ...
- ☐ Leadership Academy of Nev...
- ☐ Learning Bridge Charter Sch...
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ...
- ☐ Nevada Connections Academ...
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-M...
- ☐ Nevada Virtual Charter Scho...
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park ...
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of North...
- ☐ Quest Academy
- ☐ Sage Collegiate Public Chart...

Elko Institute for Academic Achievement

Address: 1031 Railroad Steet, Ste 107, Elko, NV 89801

Website: <http://www.elkocharterschool.com>

Enrollment: 309

Grades Served: K-8

2022-23

2021-22

Meets Standards

97.00

Meets
Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

19 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

18 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2023-24 School Year: Organizational Performance Framework

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.

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and Coll...
- ☐ Coral Academy of Science-Las V...
- ☐ Democracy Prep Nevada
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Ne...
- ☐ Eagle Charter School
- ☒ Elko Institute for Academic Ach...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain V...
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional Schools
- ☐ Mater Academy
- ☐ Mater Academy of Northern N...
- ☐ Nevada Connections Academy
- ☐ Nevada Prep Charter School
- ☐ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-Mea...
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park Ele...
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern...

Elko Institute for Academic Achievement

Address: 1031 Railroad St, Suite 107, Elko, NV 89801

Website: <https://www.eiaanv.net/>

Enrollment: 309

Grades Served: K-8

2023-24

2022-23

Meets Standard

100.00

Meets Standards

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.