



# **Nevada State Public Charter School Authority**

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

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# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 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

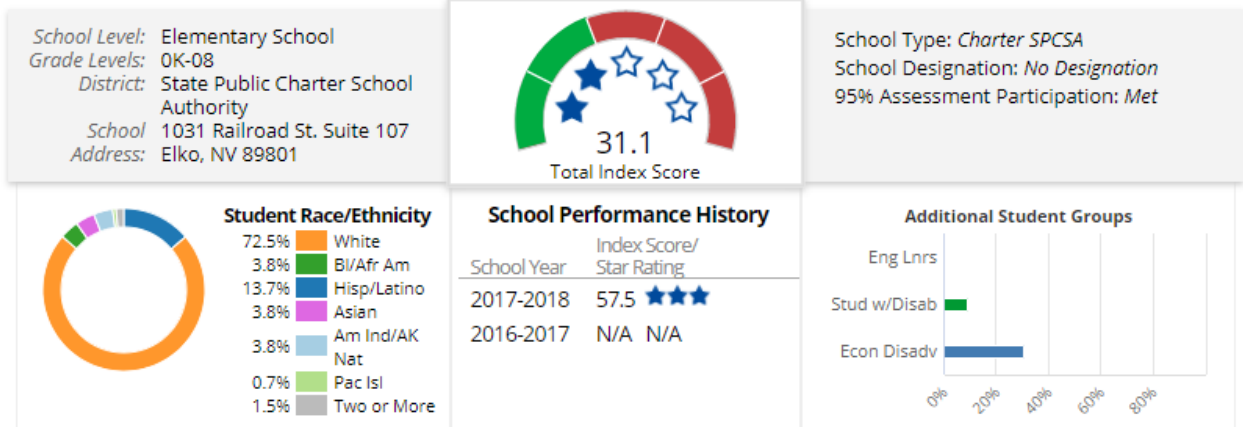
Elko Institute for Academic Achievement serves 190 students in grades K through 8th grade.

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

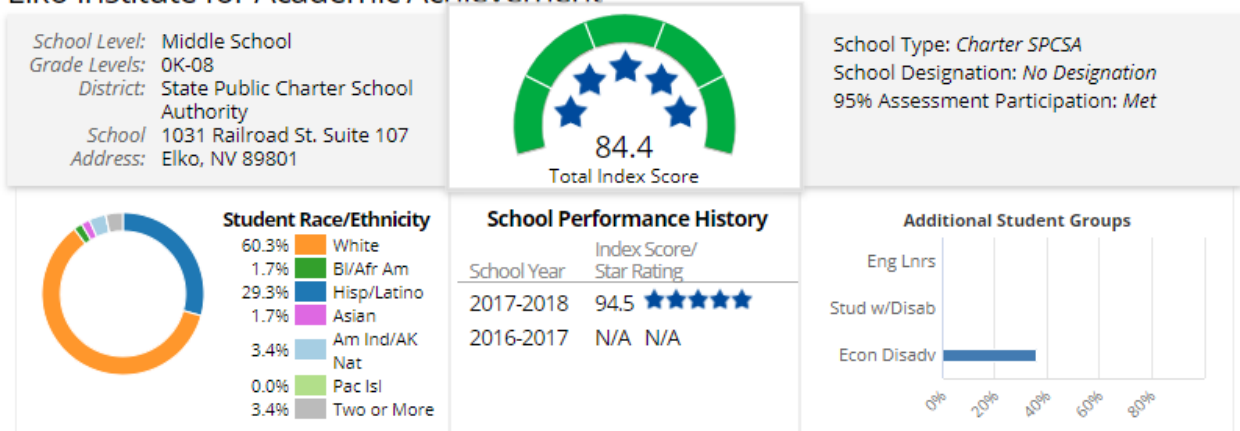
School Year 2018-2019 Nevada School Rating



### 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**

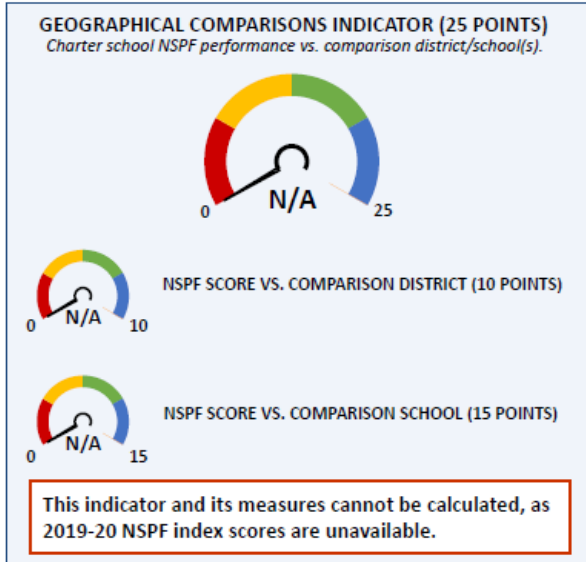
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.9	42.6	36.5	50.0	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	35.2	31.9	29.3	-	26.1	25.5
Pacific Islander	-	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**

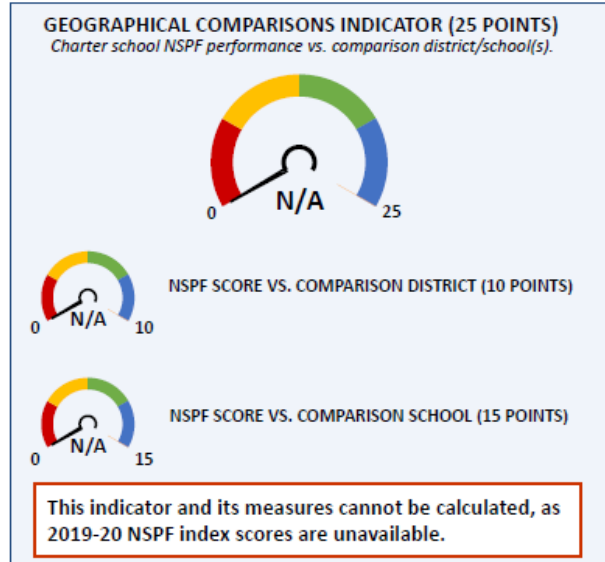
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	49.0	59.6	54.1	75.0	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	47.0	50.3	45.1	-	46.3	42.2
Pacific Islander	-	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

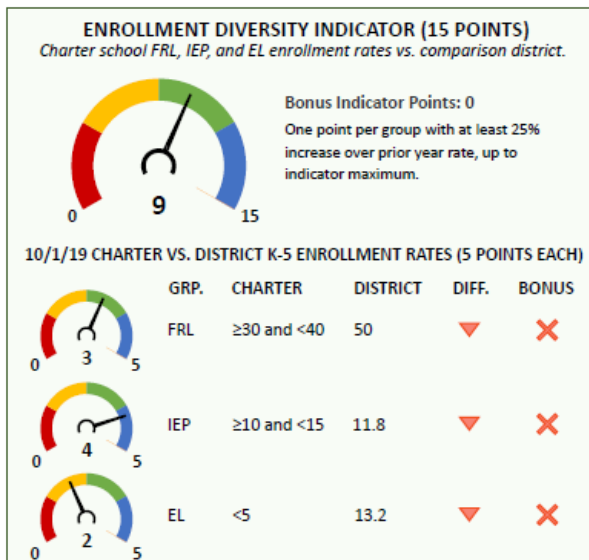


## Middle School

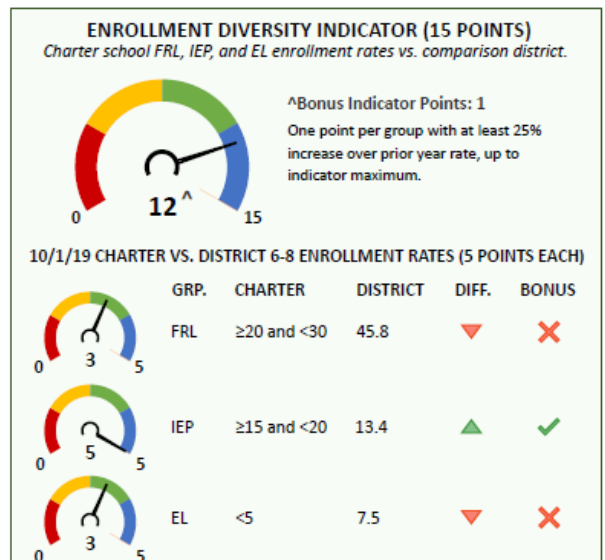


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

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

### Governing Board<sup>1</sup>:

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.

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



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

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

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## 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

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## 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
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	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.
	<b>Total: 2</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	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.
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Managing Student Behavior</b>	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's 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.
	<b>Total: 3</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 5</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b>  <b>A</b>  <b>Engaging Students in Learning</b>	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b>  <b>A</b>	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>  <b>B</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.
	<b>Total: 7</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

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	<p>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.</p> <p>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.</p>	<p>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.</p>



Measure	Description	Evidence Collected
1b	<p>The school complies with applicable education requirements.</p> <p>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</p>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• School Wide Assessments – MAP, i-Ready, DRA</li> <li>• 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.</li> <li>• The teachers use leadership binders to help keep students and parents on board and in the process of monitoring growth.</li> </ul> <p>An outside vendor looked over the data and then presented it to the school, met with the grade level, and talked about learning gaps.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>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.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>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.</p> <p>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.</p>

Measure	Description	Evidence Collected
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>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.</p>

Measure	Description	Evidence Collected
3a	<p>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.</p>	<p>Seven-member board and they receive annual training and conduct regular meetings.</p>
4a	<p>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.</p>	<p>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.</p>
5b	<p>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.</p>	<p>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.</p>

## Measures of Progress from Previous Site Evaluations

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

<p>School staff ability to address previous recommendations</p>	<p>Strengths in place: Positive School Culture and Strong School Community Emphasis on student-centered instruction School Safety</p>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## 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

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## 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

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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  
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