



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Elko Institute for Academic Achievement** Evaluation Date: 4/30/2024

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# Contents

Introduction and School Background .....	3
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

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## 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

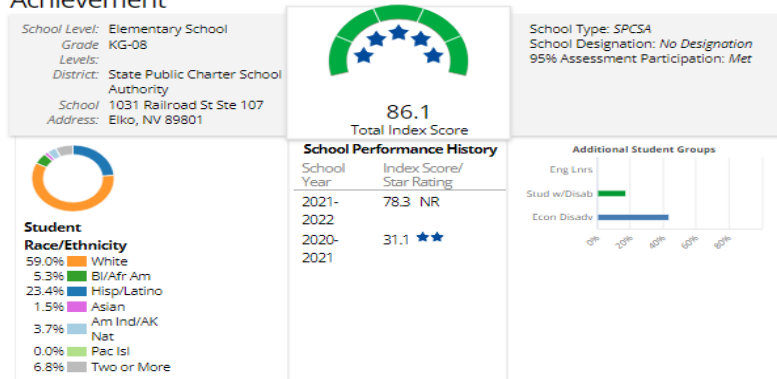
EIAA is located in Elko, Nevada in a facility at 782 Country Club Dr.(temporary) 1031 Railroad Street, Suite 107. The school serves 309 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of name of school is: "to empower students to acquire and value knowledge 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

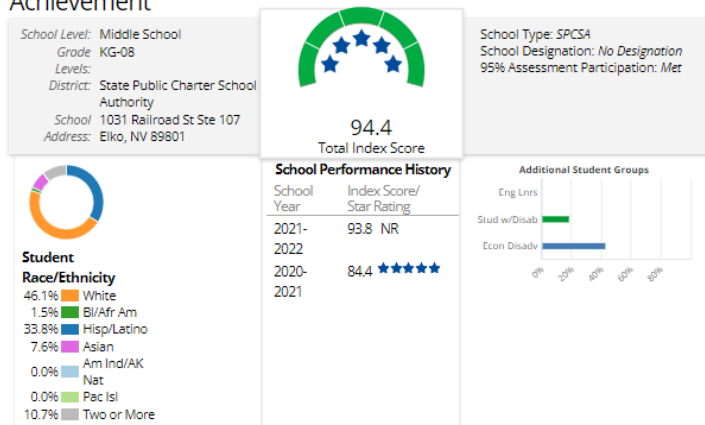
School Year 2022-2023 Nevada School  
Rating



### 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

**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).

## Middle School

**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).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

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

**5/5** School IEP rate of  $\geq 15$  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%.

## Middle School

**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  $\geq 40$  to  $< 50\%$  compared to district Gr6-8 FRL rate of 35.9%.

**5/5** School IEP rate of  $\geq 15$  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%.

# FOCUS GROUP SUMMARIES

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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
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences 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.
	<b>Total: 3</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
<b>Total: 4</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>	



Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Classroom Instruction (continued)

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

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
<b>Indicator 1:</b> Education Program	<b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application as well as reviewing curricular materials. <b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups.	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.
<b>Indicator 3:</b> Governance and Reporting	<b>Measure 3a:</b> 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.
<b>Indicator 4:</b> Students and Employees	<b>Measure 4a:</b> Student records under lock and key/stored appropriately. <b>Measure 4d:</b> 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.
<b>Indicator 5:</b> School Environment	<b>Measure 5b:</b> 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.

<p>Prior recommendations by SPCSA staff.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. EIAA's board has implemented a formal leader evaluation, and it has become a yearly process.</li> <li>3. EIAA has been able to conduct community outreach and identify several qualified candidates with different backgrounds to serve on the board.</li> <li>4. Leadership did take the formative assessment trainings.</li> </ol>
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<p>SPCSA evaluators agree with the school's assessment of progress.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- **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.