

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 Renewal Report for
Oasis Academy
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 30, 2022

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1. School Overview

- a. Addresses:
 - i. 920 West William Street Suite 100 Fallon, NV 89406

 - b. County, Campus Locations and Enrollment Caps:
 - i. Churchill
 - ii. 2022-2023 Enrollment Cap – 775

 - c. Governing Board Members
 - i. President – Samantha Gomes
 - ii. Treasurer – Frank Woodliffe
 - iii. Member – Katie Dahl
 - iv. Member – Lisa Bird
 - v. Member – Sage Hiibel
 - vi. Member – Mark Feest
 - vii. *Member – Vacant*
 - viii. *Member – Vacant*
 - ix. *Member – Vacant*
- Board Member information based on Epicenter Board Center*

d. Academic Data Overview¹ - NRS 388A.285(1)(a)

The following data were compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the last four years.

Year	NSPF Ratings²
2017 – 2018	Elementary School: 3 stars Middle School: 5 stars High School: 5 stars
2018 – 2019	Elementary School: 5 stars Middle School: 5 stars High School: 5 stars
2019 – 2020	Elementary School: 5 stars Middle School: 5 stars High School: 5 stars
2020 - 2021	Elementary School: 5 stars Middle School: 5 stars High School: 5 stars

4-Year Graduation Rate (if applicable)

Class of	Percent of Students Graduating in 4 Years
2017 – 2018	>95.0
2018 – 2019	>95.0
2019 – 2020	>95.0
2020 – 2021	>95.0

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.

¹ 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.

² Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

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

Year	Findings & Framework Results
2017 - 2018	Meets Standard
2018 - 2019	Meets Standard
2019 - 2020	Meets Standard
2020 - 2021	Meets Standard

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

Year	Findings & Framework Results
2017 - 2018	Meets Standard
2018 - 2019	Meets Standard
2019 - 2020	Meets Standard
2020 - 2021	Meets Standard

g. Enrollment History

The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0
K	48	72	72	72	72
1	48	48	72	72	73
2	48	48	48	71	72
3	48	48	48	72	71
4	48	48	48	47	72
5	48	48	48	48	47
6	48	48	48	48	48
7	48	49	48	48	48
8	47	48	49	48	49
9	40	40	43	46	35
10	37	46	40	39	48
11	44	31	46	40	41
12	20	38	29	43	38
Total	572	612	639	694	714

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	572	3.4	1.5	75.0	11.7	4.1	3.4	0.5	14.1	9.7	<5.0
2018-19	612	3.7	1.4	72.8	13.8	3.7	3.7	0.4	19.9	9.8	<5.0
2019-20	639	3.2	1.2	70.2	16.4	3.2	5.0	0.4	22.6	10.0	<5.0
2020-21	694	2.5	1.7	68.1	18.7	3.1	5.3	0.2	26.9	11.6	<5.0
2021-22	714	2.2	2.3	65.6	20.0	2.2	7.1	0.2	28.4	11.7	<5.0

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8
Churchill County	>95.0	14.9	5.2

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

The Authority Board has issued the following Notices to Oasis Academy:

a. *Academic*

The Authority Board has not issued any Academic Notices to Oasis Academy this charter term.

b. *Financial*

The Authority Board has not issued any Academic Notices to Oasis Academy this charter term.

c. *Organizational*

The Authority Board has not issued any Academic Notices to Oasis Academy this charter term.

d. *Site Evaluations*

No deficiencies have been identified during site evaluations at Oasis Academy this charter term.

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

3. Summary of the Overall Performance of Oasis Academy

Oasis Academy currently offers instruction at the elementary, middle and high school levels, grades K-12, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, all school levels (elementary, middle and high school) were rated as a 5- star program.

As noted in the NSPF guidance document, a 5-star elementary school program recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. A copy of the NSPF reports for Oasis Academy for the 2018 – 2019 school year is included as Appendix A within this report.

Oasis Academy also received ratings for the 2017– 2018 school year at the elementary, middle and high school levels as well. The elementary school was rated as a 3- star school for this reporting year while the middle and high school were rated as a 5-star rating according to the NSPF. A 3-star rating at the elementary level identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. A copy of these NSPF reports can also be found within Appendix A.

With regard to the financial performance and viability of the school, staff finds that Oasis Academy has exhibited strong financial performance during this charter term. Oasis was found to be ‘Meeting Standards’ for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix D and Appendix E within this report.

The organizational health and performance of the school has been strong over the current charter term. Oasis Academy was found to be ‘Meeting Standards’ for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix F and Appendix G within this report.

Finally, SPCSA staff has conducted two site evaluations of Oasis Academy during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including highly positive classroom environment, strong levels of instruction and consequently high measures of student achievement. Moreover, SPCSA staff also found school leaders and teaching staff have created and implemented several supports to expand and accelerate student learning for those who struggle returning in-person after covid year. SPCSA staff also identified some areas of growth for the school to prioritize, including consider to enrolling in the Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA and considering ways to increase levels of celebrating all cultures of all people in the community. During this charter term, no deficiencies have been identified during a site evaluation. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B and C for more details on the Oasis Academy 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, 2022³. This template will be provided to schools no later than July 31, 2022.

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 Board 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.

³ NRS 388A.285(3)

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

As stated on the previous page, 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 SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

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

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

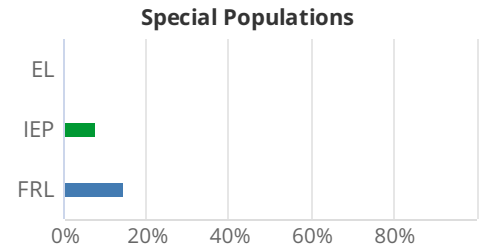
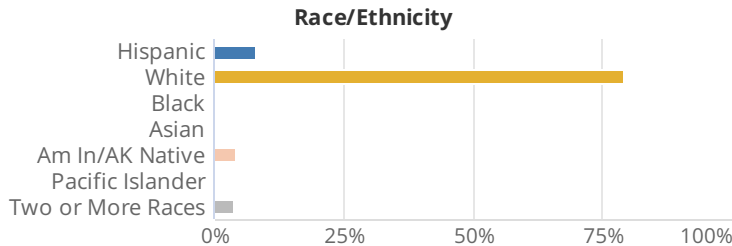
Appendix A

School Year 2017-2018 Nevada School Rating for Oasis Academy



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.oasisacademyfallon.us

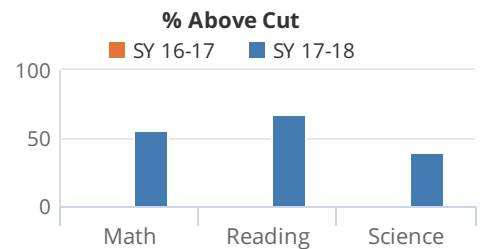
Total Index Score: 64.22
 School Designation:
 920 West Williams Ave. Suite 100
 Fallon, NV 89406
 Phone: 775-423-5437



Academic Achievement



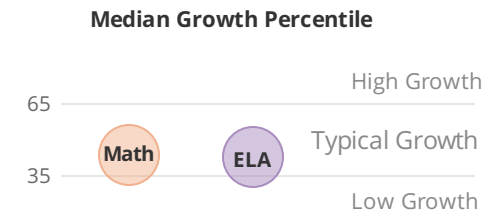
	% Above Cut	% District
Math CRT	56.2	52.8
ELA CRT	67.3	58.6
Science CRT	40.3	35.3
<i>Pooled Average</i>	58.8	52.9
Read by Grade 3	70.8	56.2



Student Growth



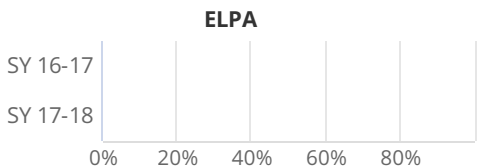
	% SY 17-18
Math CRT MGP	43.5
ELA CRT MGP	42.5
Math CRT AGP	40.0
ELA CRT AGP	57.7



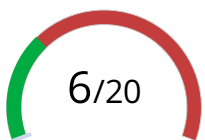
English Language



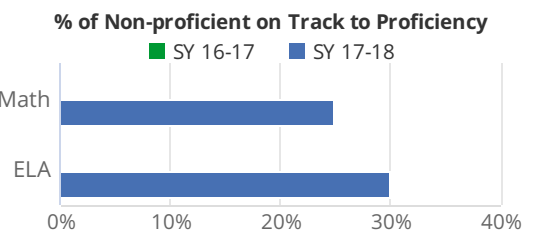
	% of EL Meeting AGP	% District
ELPA	-	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~25%	25.0
ELA CRT	~30%	30.0



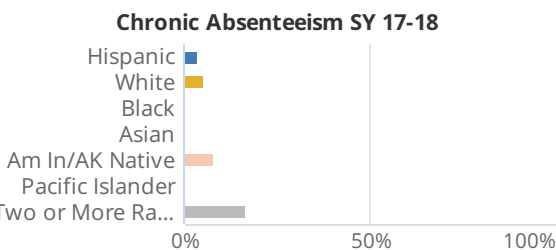
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	6.7	10.1

	% Participation	Met Target
Climate Survey	100.0	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	-	30.6	28.8	-	40.5	39.6	-	14.6	N/A
Hispanic/Latino	41.6	40.2	36.5	50	48	45.5	-	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	61.8	61.1	57.2	73.7	65	65.7	42.8	43.8	N/A
Special Education	27.7	29.2	24.8	44.4	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	43.7	40.4	44	-	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	-	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	76.7	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	47	67	36.3	81.8
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	44	35	42	56.5
Special Education	47.5	30	21.4	28.5
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	42	34	18.1	45.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	22.2	23.5
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	8.3	14.5
Asian	-	4.9
Black/African American	-	14.5
Hispanic/Latino	4	11.5
Pacific Islander	-	12.6
Two or More Races	16.6	9
White/Caucasian	5.5	9
Special Education	7.6	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	9	15.9

What does my school rating mean?

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

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Growth

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

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

Closing Opportunity Gaps/Equity

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

Star Rating



Index Score

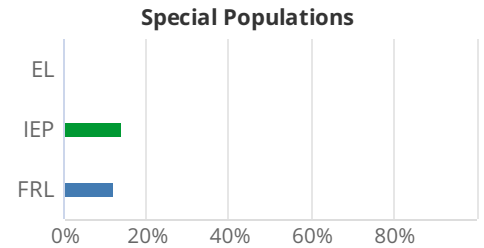
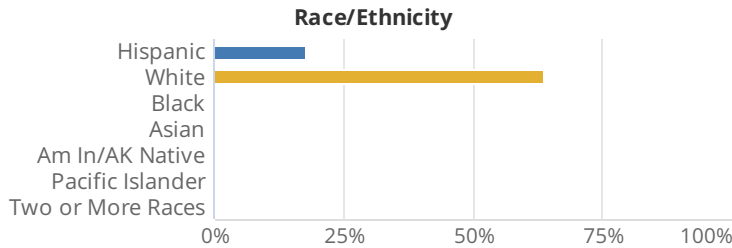
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Oasis Academy

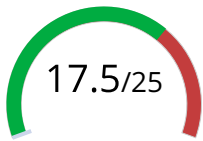


School Type: Charter SPCSA
 School Level: High School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.oasisacademyfallon.us

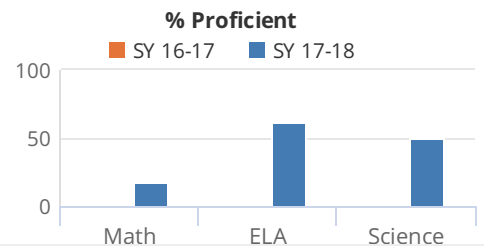
Total Index Score: 88.11
 School Designation:
 920 West Williams Ave. Suite 100
 Fallon, NV 89406
 Phone: 775-423-5437



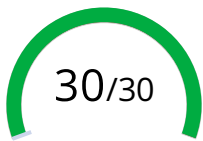
Academic Achievement



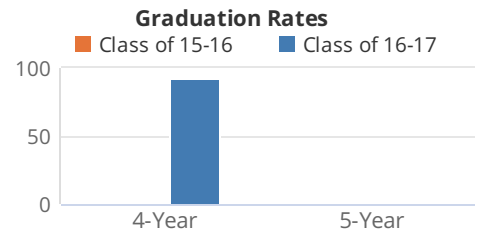
	% Proficient	% District
CCR Math	18.1	23.8
CCR ELA	61.3	44.5
Nevada High School Science	50.7	33.1



Graduation



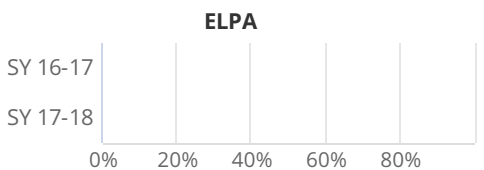
Graduation Rate	% School	% District
4-Year	92.3	65.2
5-Year	-	66.9



English Language Proficiency



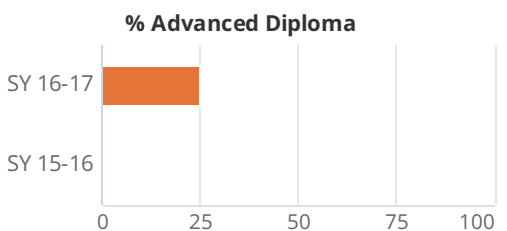
	% of EL Meeting AGP	% District
ELPA	-	26.8



College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	100	38.3
Post-Secondary Preparation Completion	100	24.7
Advanced Diploma	25	23.4

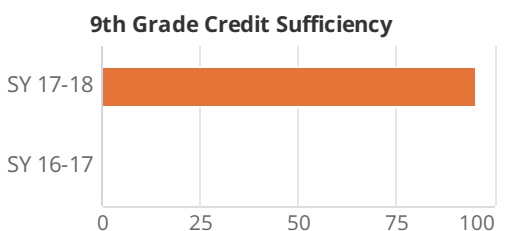


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	95.5	87.3
Chronic Absenteeism	8.6	21.0
Climate Survey	85.3	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	-	18.87	-	33.15	28.5	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	12	41.31	60	60.26	61.3	N/A
Special Education	-	7.77	-	11.27	18.1	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	-	20.01	-	34.37	45.4	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	-	93.1	-	95.1
Black/African American	-	67.7	-	69.7
Hispanic/Latino	-	79.7	-	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	-	81.3	-	83.3
White/Caucasian	92.3	84.2	-	86.2
Special Education	-	64.7	-	66.7
English Learners Current + Former	-	81.7	-	83.7
Economically Disadvantaged	-	76.8	-	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	46.2
Black/African American	-	-	-	20
Hispanic/Latino	-	-	-	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	100	100	25	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	-	-	-	18.2

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement-Student Proficiency

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

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

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

Climate Survey Bonus

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

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating



Index Score

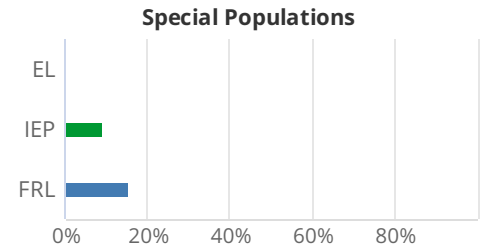
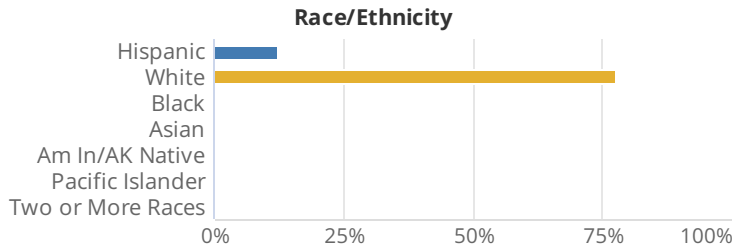
at or above 82
 at or above 70, below 82
 at or above 50, below 70
 at or above 27, below 50
 below 27

School Year 2017-2018 Nevada School Rating for Oasis Academy



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.oasisacademyfallon.us

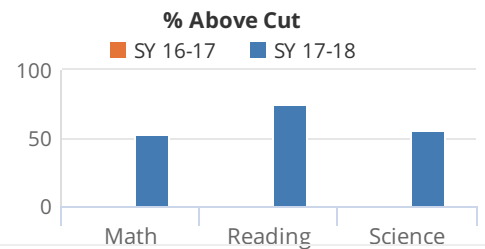
Total Index Score: 90.89
 School Designation:
 920 West Williams Ave. Suite 100
 Fallon, NV 89406
 Phone: 775-423-5437



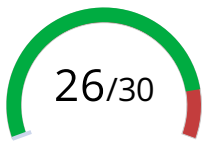
Academic Achievement



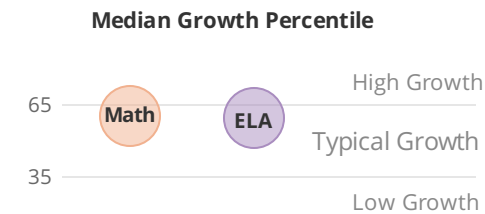
	% Above Cut	% District
% Math CRT	52.8	36.8
% ELA CRT	75.3	56.1
% Science CRT	55.2	45.2
% Pooled Average	62.8	46.3



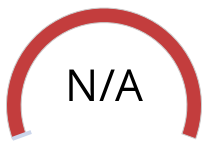
Student Growth



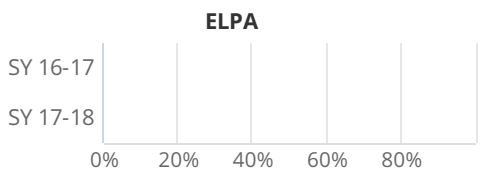
	% SY 17-18
Math CRT MGP	60.0
ELA CRT MGP	59.0
Math CRT AGP	52.6
ELA CRT AGP	73.6



English Language



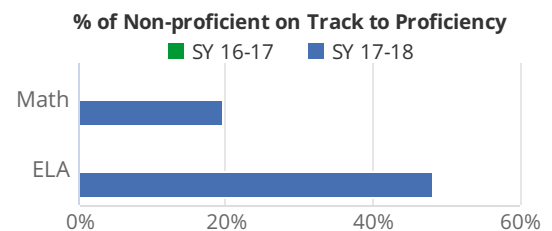
	% of EL Meeting AGP	% District
ELPA	N/A	32.4



Closing Opportunity Gaps



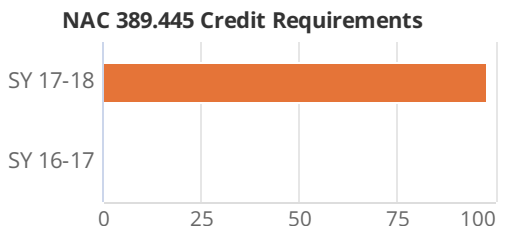
	% Non-proficient	% Meeting AGP
Math CRT	19.6	19.6
ELA CRT	48.2	48.2



Student Engagement



	% School	% District
Chronic Absenteeism	12.0	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	97.9	91.5
Climate Survey	95.7	Met Target YES



*Bonus points included

Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	-	25	N/A
Hispanic/Latino	22.2	26.1	25.5	61.1	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	57.2	44.4	44.4	79	63.5	64.6	66.6	54	N/A
Special Education	21.4	11.5	14.3	50	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	33.3	21.7	25.5	66.6	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	62	62	23.5	64.7
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	59.5	58.5	56.8	77.4
Special Education	60.5	60	28.5	57.1
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	70	62	45	70

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	15.3	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	23.9	50
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	6.2	-

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	-	12.9	-	96.3	-	85.4
Hispanic/Latino	15.7	11.7	100	97.5	-	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	12	10.9	100	97.8	97.2	93.4
Special Education	7.1	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	-	85.6
Economically Disadvantaged	4.5	14.3	100	98.2	-	85.6

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

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

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

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

Climate Survey

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

Student Growth

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

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

Closing Opportunity Gaps/Equity

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

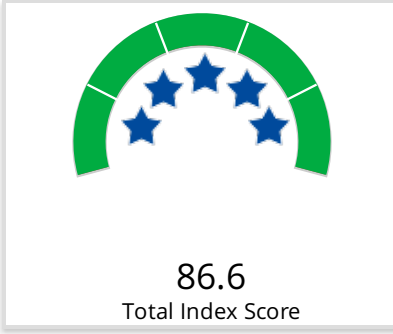
Star Rating



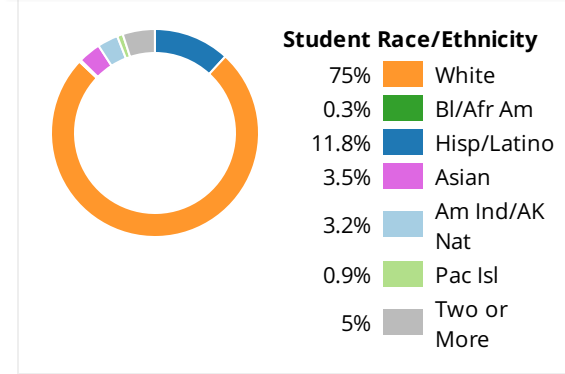
Index Score

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

School Level: Elementary School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 920 West Williams Ave. Suite 100
 Fallon, NV 89406

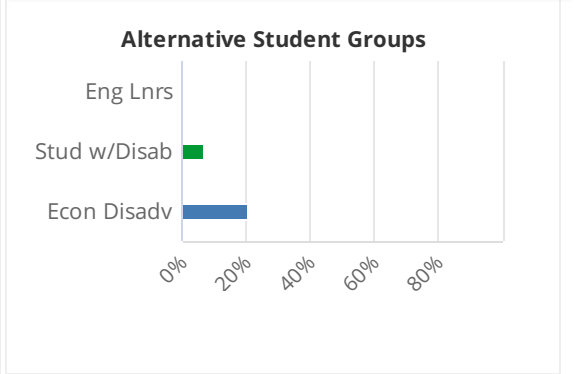


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	64.2 ★★★★★
2016-2017	N/A N/A



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.

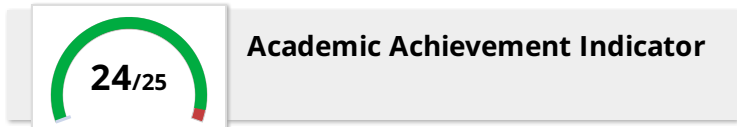
How are school star ratings determined?

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 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2018-2019 School Performance

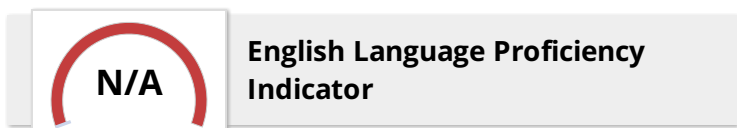


Measure	School Rate	District Rate
Pooled Proficiency	62.7	54
Math Proficiency	62.3	54.5
ELA Proficiency	68.7	60.1
Science Proficiency	45.7	34.7
Read-by-Grade-3 Proficiency	61.7	56.7

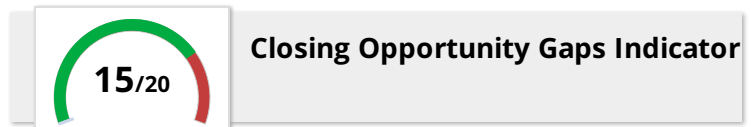


Measure	School Median	District Median
Math MGP	64	55
ELA MGP	50	52

	School Rate	District Rate
Met Math AGP Target	56.8	49.7
Met ELA AGP Target	66.5	59.7



Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	41.6	27.8
Math AGP Target		
Prior Non-Proficient Met	42.2	39.2
ELA AGP Target		

** 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.

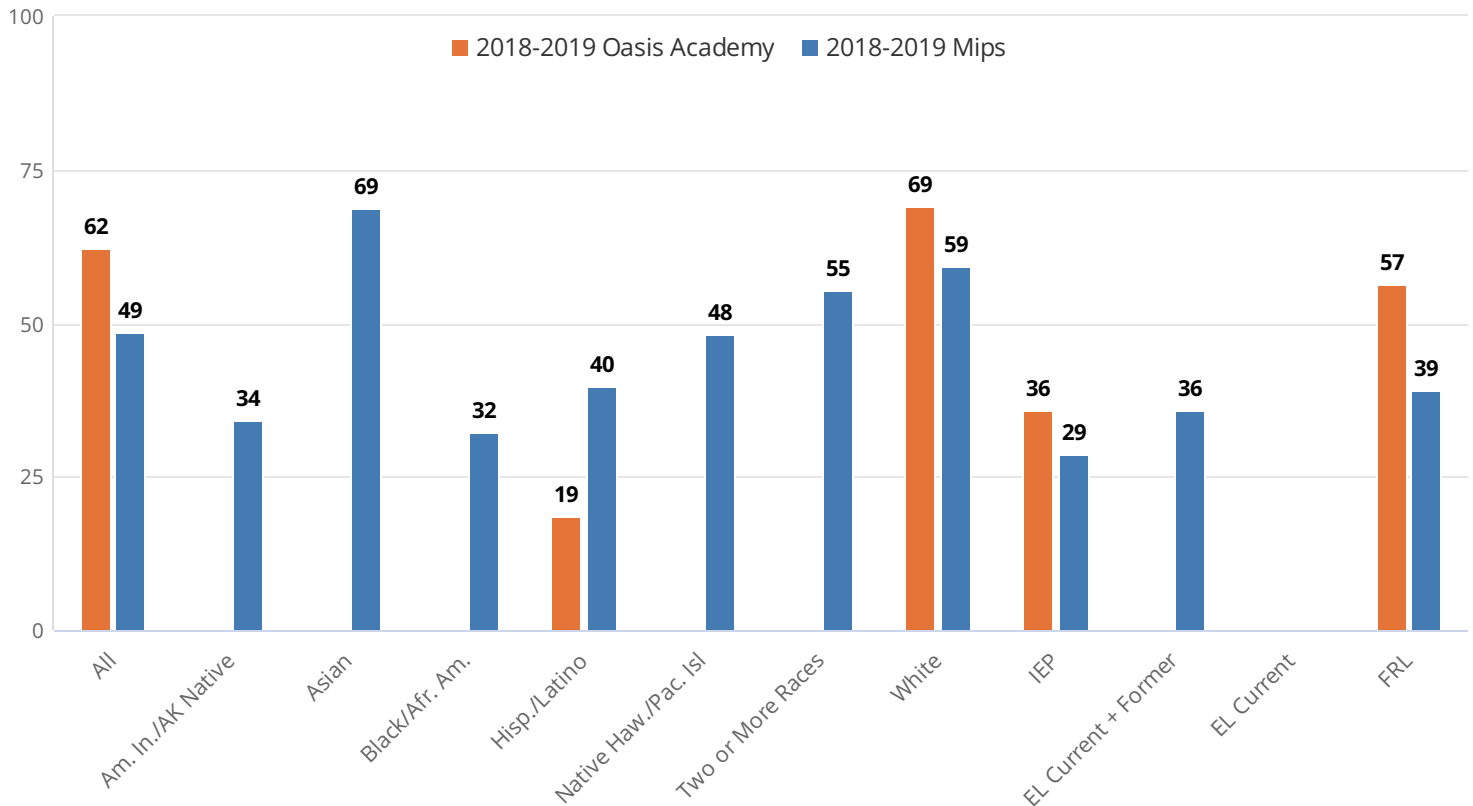
Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	62.7	54	58.8	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	62.3	54.5	48.5	56.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	18.6	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	52.9
White/Caucasian	69	62.2	59.3	61.8	61.1	57.2
Special Education	35.7	27.3	28.6	27.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	56.5	39.7	39	25	33.1	35.7

Math Assessments
% Proficient



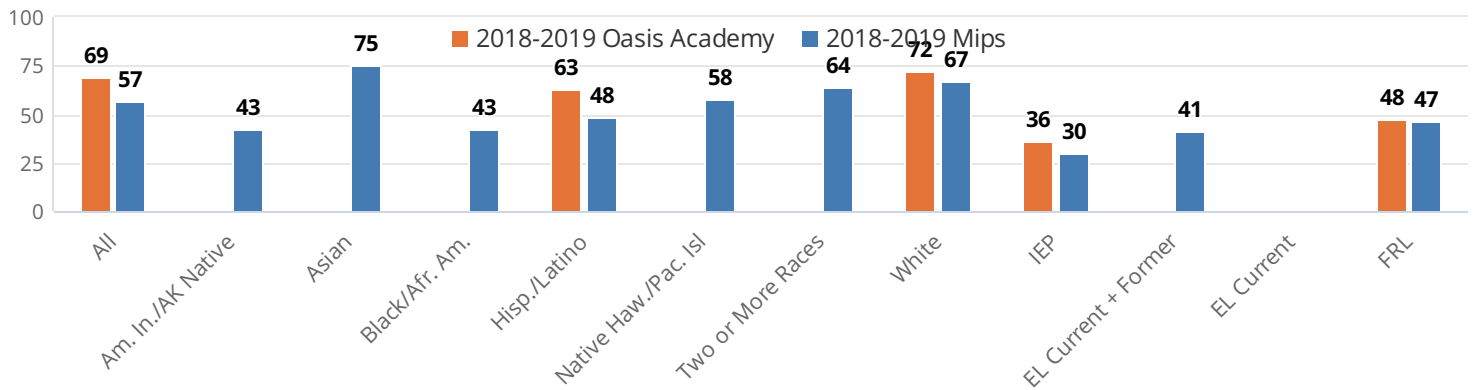


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.7	60.1	57	67.3	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	62.5	51.1	48.2	50	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	71.7	66.7	67.4	73.7	65	65.7
Special Education	35.7	26.6	30	44.4	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	47.7	45.3	46.8	43.7	40.4	44

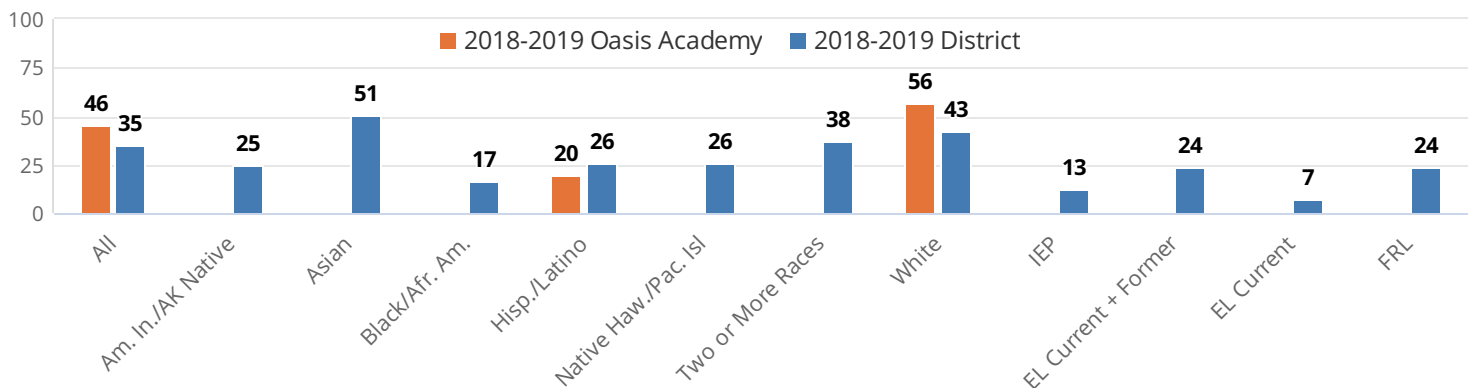
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	45.7	34.7	40.3	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	20	25.8	-	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	56.2	42.7	42.8	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	-	23.8	-	17.3

Science Assessments
% Proficient





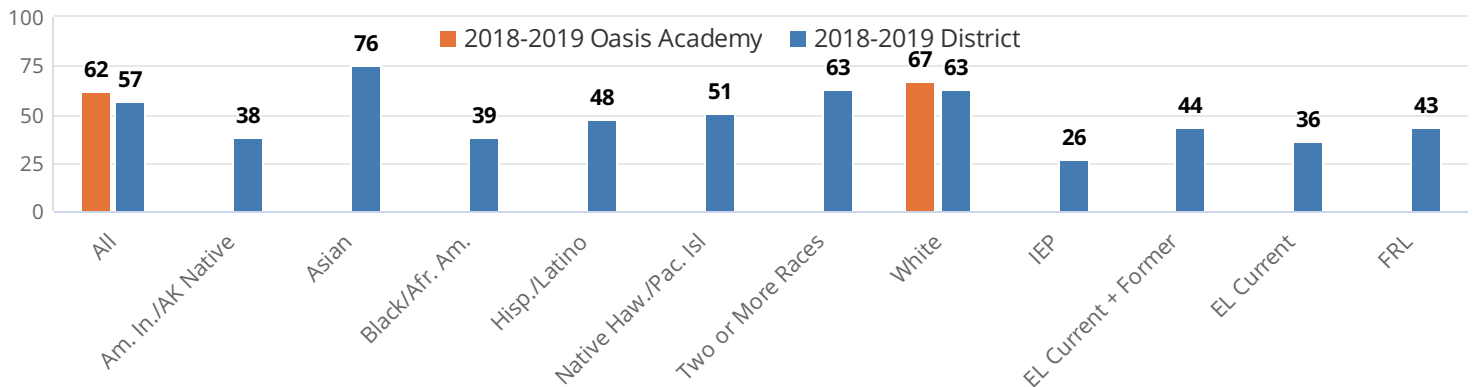
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	61.7	56.7	70.8	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	-	47.5	-	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	66.5	62.6	76.7	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	-	43.2	-	37.5

Read by Grade 3
% Proficient



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

Grade Level	Percent Above the 40 th Percentile	Student Growth Score
2nd Grade	79.1	78
1st Grade	80.8	60
Kindergarten	N/A	N/A



Academic Achievement

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=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: 9/10 ELA MGP Points Earned: 5/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	64	55	50	52	43.5	53	42.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	54	54	54	51	47	49	67	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	-	53	-	51.5
White/Caucasian	61	57	47	54	44	55	35	49
Special Education	-	51	-	42	47.5	49	30	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	69	53	28	47	42	46	34	46

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	56.8	49.7	66.5	59.7	40	48.6	57.7	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	45.3	43	72.7	54.2	36.3	37.8	81.8	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	-	51.2	-	60.7
White/Caucasian	56.1	56.1	67	65	42	53.7	56.5	58.7
Special Education	-	28.3	-	34.5	21.4	29.5	28.5	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	58.7	38.2	41.1	47.7	18.1	29.8	45.4	42.2

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



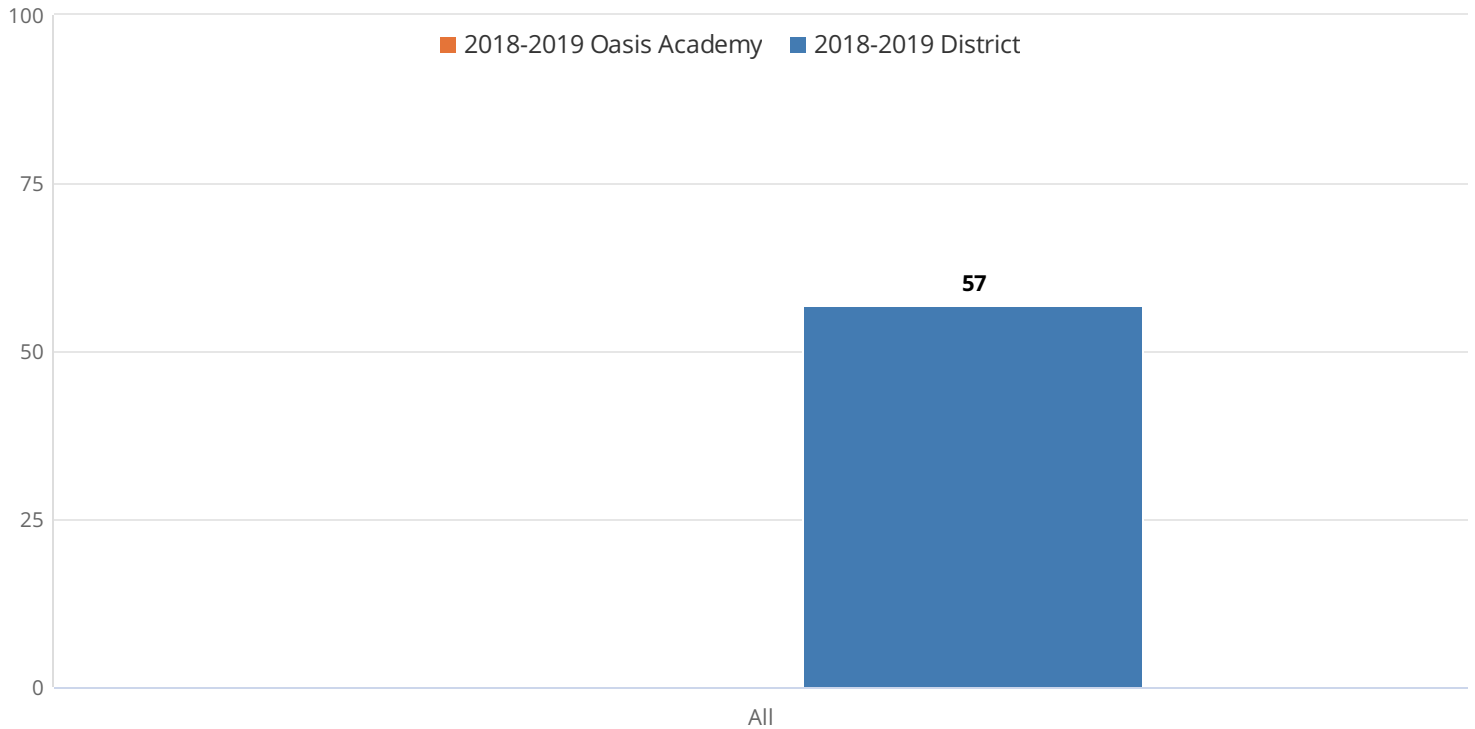
English Language

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

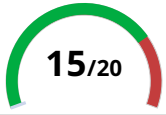
English Language Points Earned: 10/NA

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

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

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

Math AGP Points Earned: 9/10 ELA AGP Points Earned: 6/10

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 6/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	41.6	27.8	42.2	39.2	25	27	30	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	-	26	-	37	-	22.6	-	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	33.2	32.2	43.7	45.7	22.2	31.5	23.5	38.7
Special Education	-	16.3	-	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	40	23	-	32.2	-	20	-	29.8

'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.

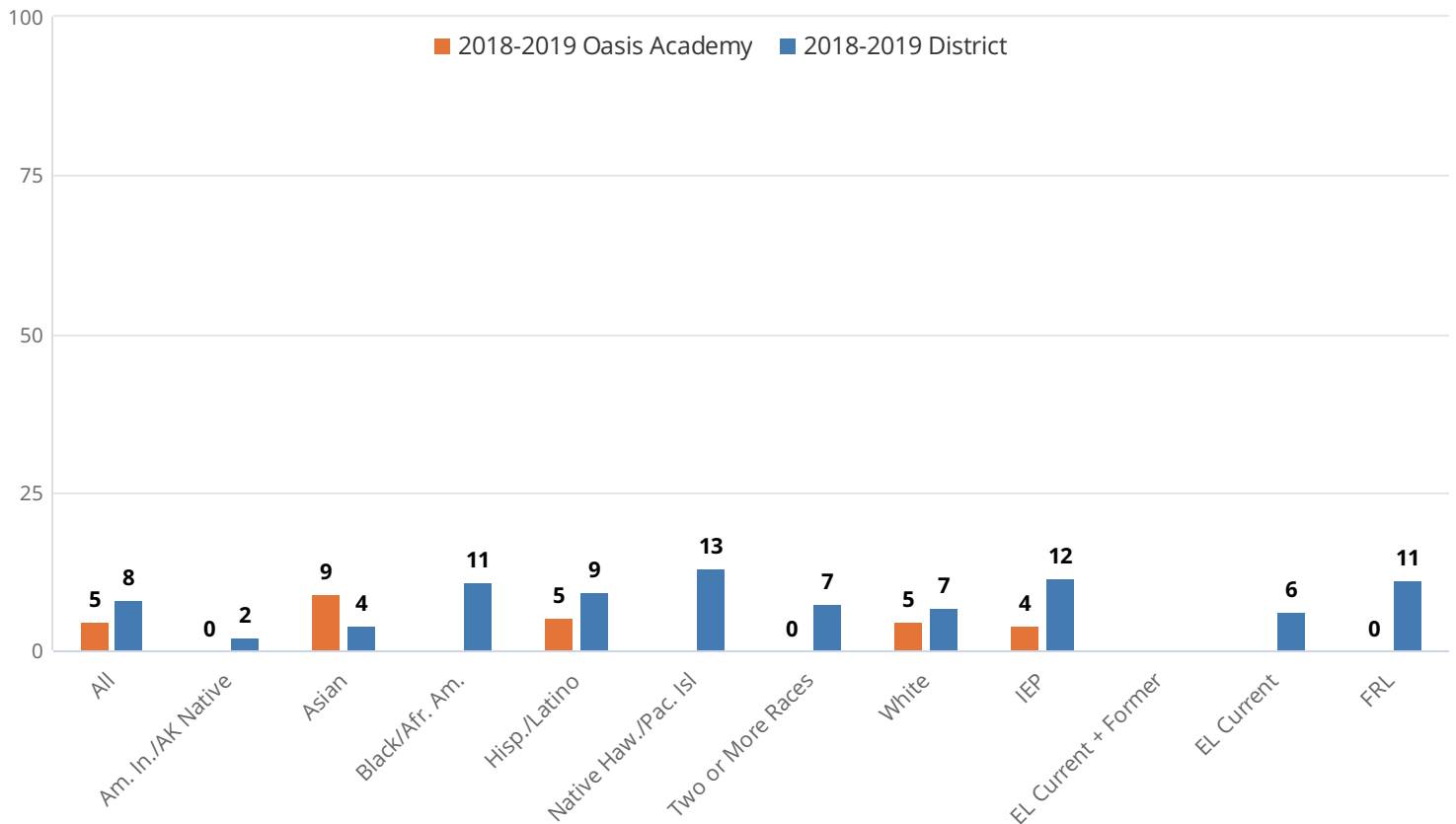
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	4.7	8	6.7	10.1
American Indian/Alaska Native	0	2.3	8.3	14.5
Asian	9	4.2	-	4.9
Black/African American	-	11	-	14.5
Hispanic/Latino	5.4	9.4	4	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	0	7.4	16.6	9
White/Caucasian	4.7	6.9	5.5	9
Special Education	4	11.5	7.6	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	0	11.1	9	15.9

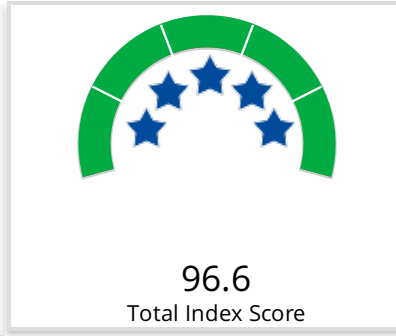
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

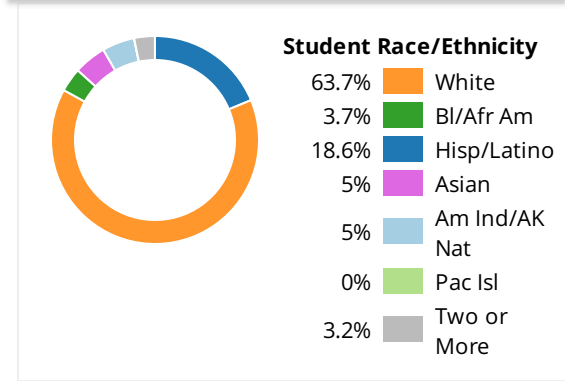


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: High School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 920 West Williams Ave. Suite 100
 Fallon, NV 89406

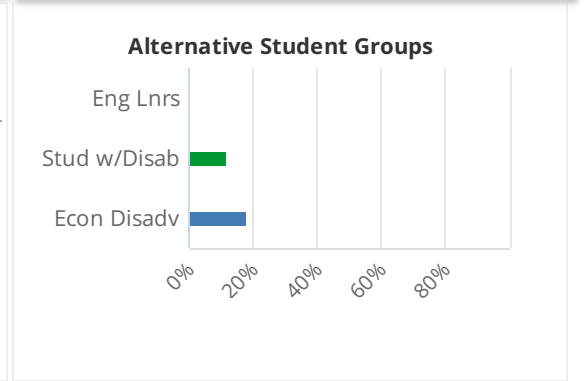


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	88.1 ★★★★★
2016-2017	N/A N/A



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 a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

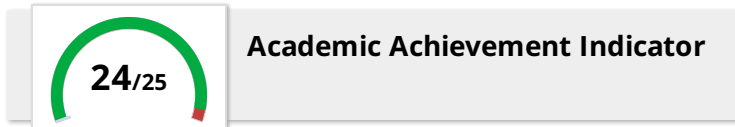
How are school star ratings determined?

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.

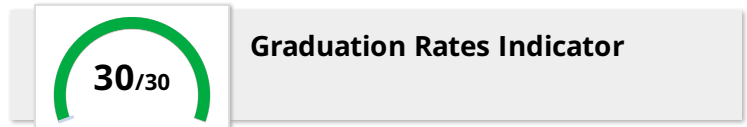
How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

2018-2019 School Performance



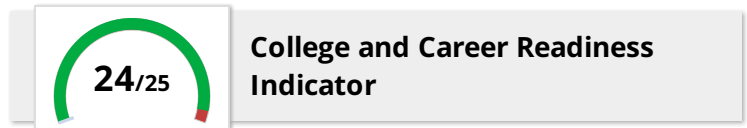
Measure	School Rate	District Rate
Math Proficiency	43.2	25.8
ELA Proficiency	60.0	53.8
Science Proficiency	46.2	28.8



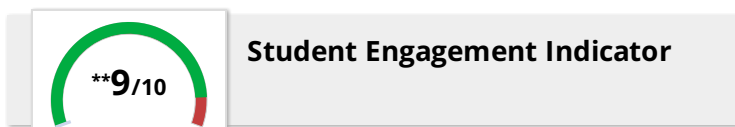
Measure	School Rate	District Rate
4-Year	100.0	70.0
5-Year	94.7	69.0



Measure	School Rate	District Rate
Met EL AGP Target	-	24.3



Measure	School Rate	District Rate
Post-Secondary Preparation Participation	100.0	46.2
Post-Secondary Preparation Completion	100.0	32.8
Advanced or CCR Diploma	50.0	29.6



Measure	School Rate	District Rate
9th Grade Credit Sufficiency	93.0	90.7
Chronic Absenteeism	4.9	10.3
Climate Survey Participation	76.2	N/A

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

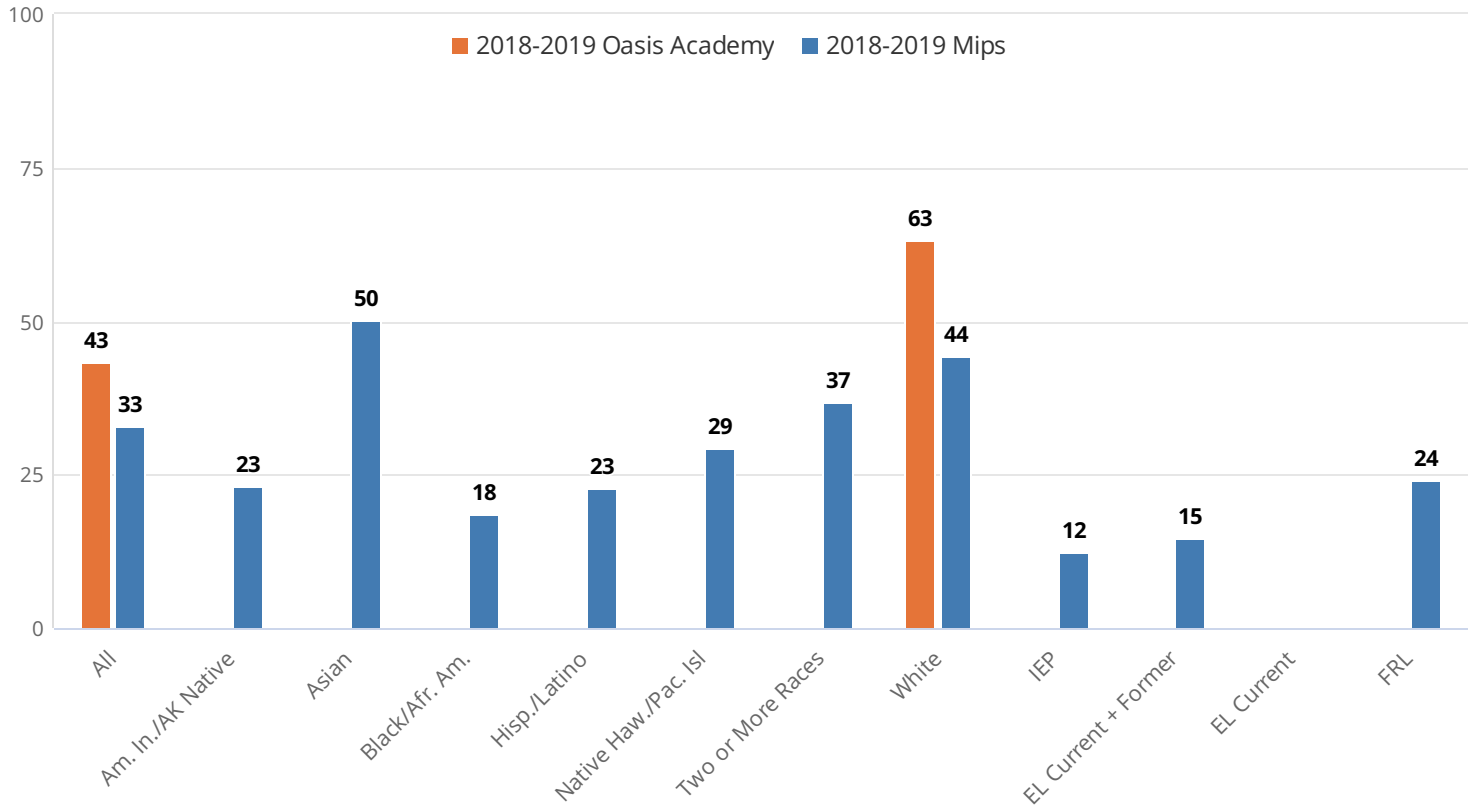
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.2	25.8	32.83	18.1	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	-	18.5	22.93	-	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	63.1	32	44.25	12	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	-	14.5	24	-	13.3	20.01

Math Assessments
% Proficient





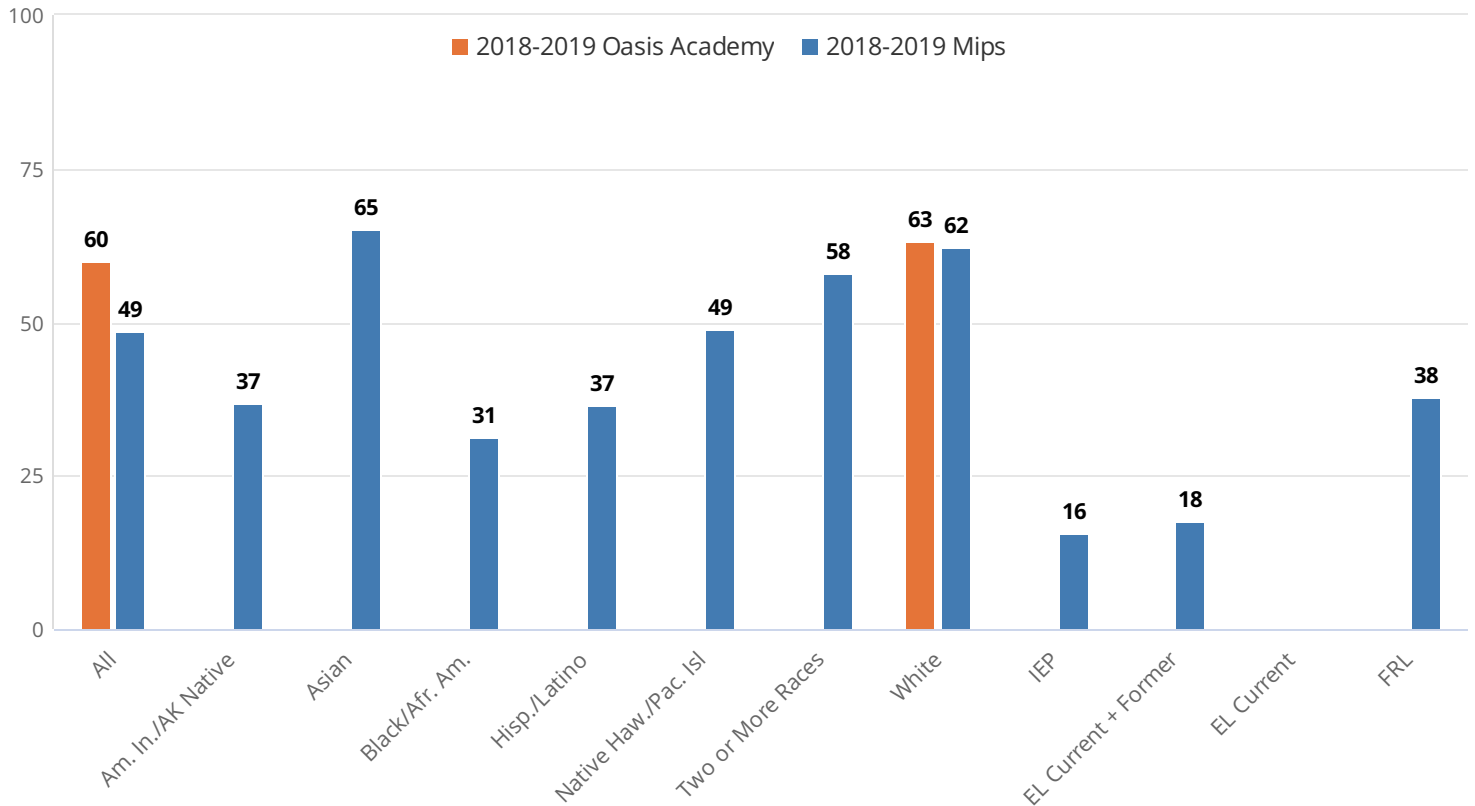
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60	53.8	48.54	61.3	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	-	21.6	27.78
Hispanic/Latino	-	47.2	36.5	-	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	63.1	59.7	62.25	60	50	60.26
Special Education	-	18.8	15.71	-	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5	-	-	9.7	6.9
Economically Disadvantaged	-	41.8	37.66	-	31.2	34.37

ELA Assessments
% Proficient





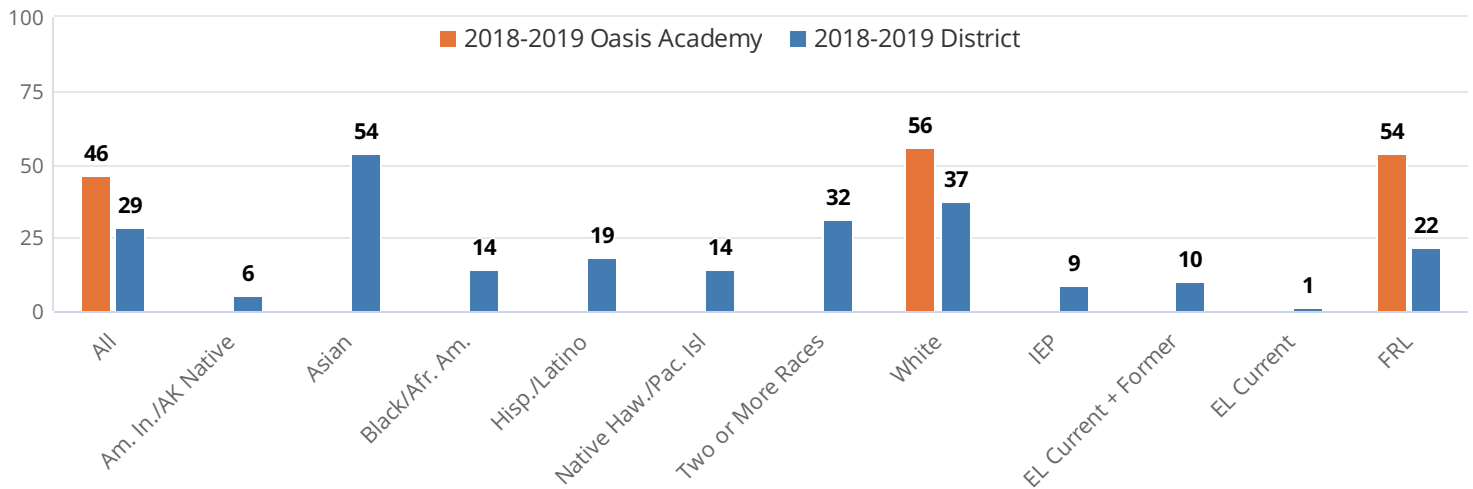
Academic Achievement

Science Proficient

Science Proficient Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	46.2	28.8	50.7	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	-	14	-	18.7
Hispanic/Latino	-	18.5	28.5	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	55.5	37.2	61.3	39.7
Special Education	-	9	18.1	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	53.7	21.8	45.4	26.4

Science Assessments
% Proficient



Participation on State Assessments

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

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.



Graduation Rates

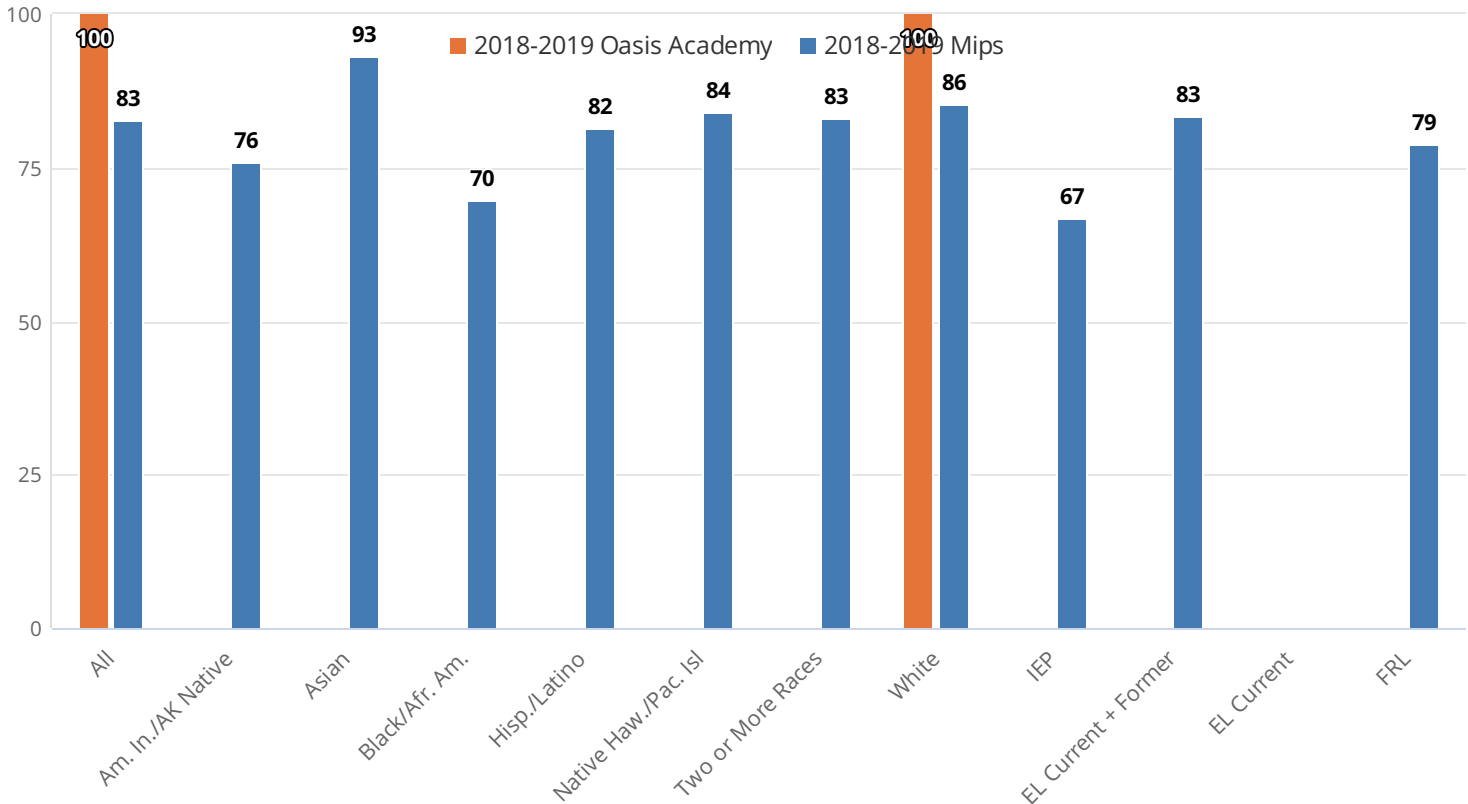
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	100	70	82.6	92.3	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	-	82.7	93.3	-	84.1	93.1
Black/African American	N/A	59.6	69.8	-	58.5	67.7
Hispanic/Latino	-	68.9	81.5	-	59.5	79.7
Pacific Islander	N/A	63.2	83.9	-	46.6	82.3
Two or More Races	-	68.9	83	-	66.3	81.3
White/Caucasian	100	71.9	85.5	92.3	68.6	84.2
Special Education	-	61.7	66.9	-	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	-	68.4		-	62.2	
Economically Disadvantaged	-	65	78.7	-	56.5	76.8

Graduation Rates
4-year ACGR





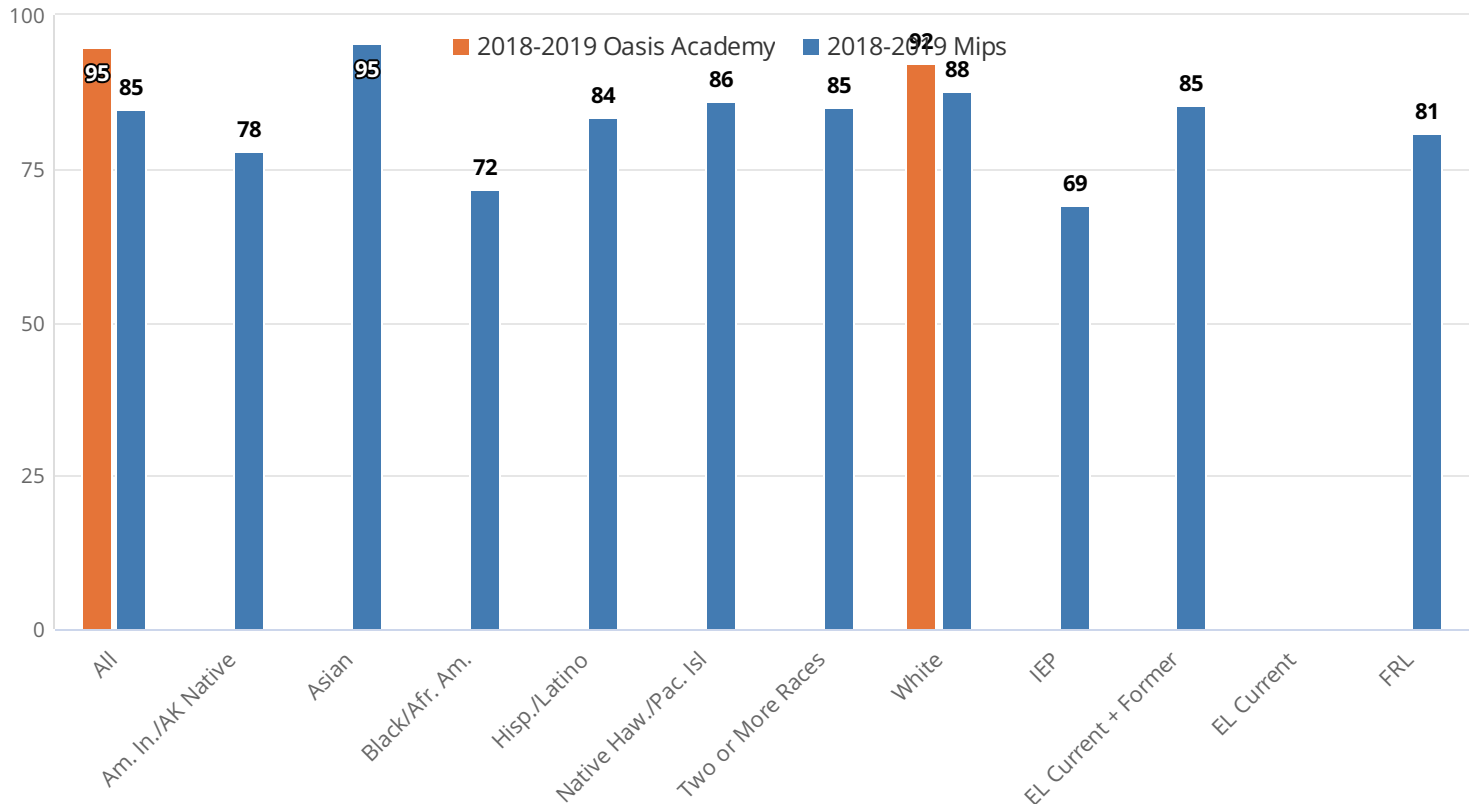
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	94.7	69	84.6	-	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	N/A	80.9	95.3	-	84.6	95.1
Black/African American	-	67.4	71.8	-	54	69.7
Hispanic/Latino	-	64.4	83.5	-	70.1	81.7
Pacific Islander	N/A	52	85.9	-	69.2	84.3
Two or More Races	-	72	85	-	54.2	83.3
White/Caucasian	92.2	71	87.5	-	68.1	86.2
Special Education	-	56.2	68.9	-	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	-	64	-	-	52	-
Economically Disadvantaged	-	61.3	80.7	-	58.5	78.8

**Graduation Rates
5-year ACGR**



'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.



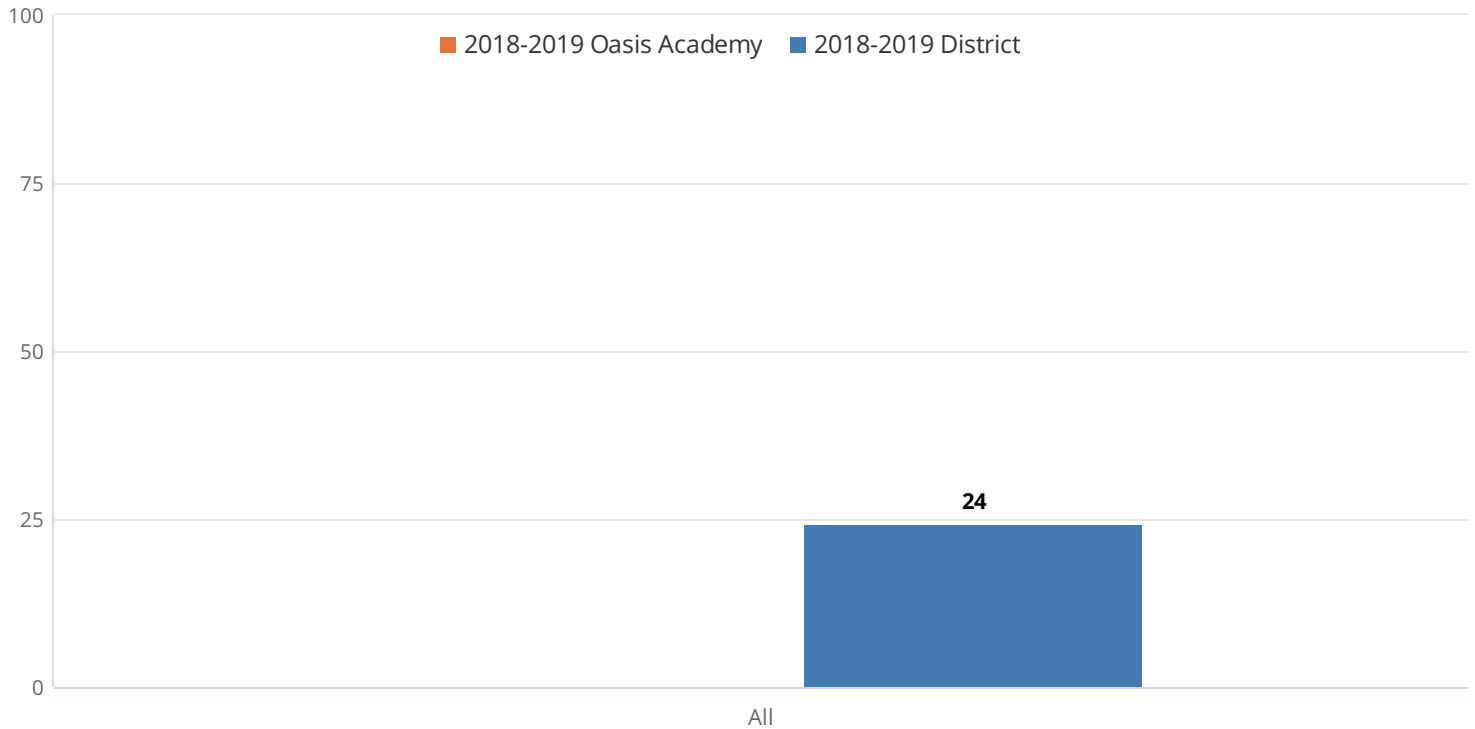
English Language

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

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	24.3	-	-	26.8

% English Learners Meeting AGP on WIDA



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation **Post-Secondary Preparation Participation Points Earned: 10/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	100	46.2	100	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	-	48.6	-	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	100	46.2	100	37.6
Special Education	100	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	58.8	-	8.5
Economically Disadvantaged	-	40	-	28.1

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: 10/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	100	32.8	100	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	-	30.8	-	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	100	33.2	100	25.6
Special Education	100	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	52	-	0
Economically Disadvantaged	-	28.8	-	18

'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.



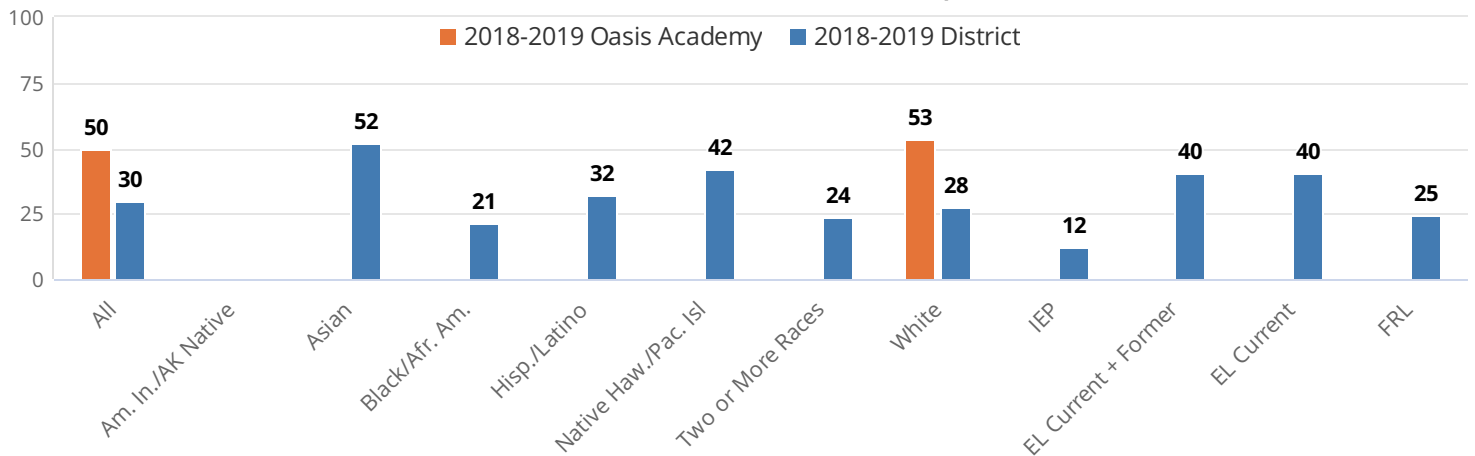
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	50	29.6	25	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	-	46.2
Black/African American	-	21.3	-	20
Hispanic/Latino	-	32.2	-	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	-	27.9
White/Caucasian	53.2	27.5	25	24.5
Special Education	-	12.3	-	9.8
English Learners Current + Former	-	40.3	-	27.5
English Learners Current	-	40.3	-	27.5
Economically Disadvantaged	-	24.6	-	18.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	2.6	0	100	0	0	0	31.5	26.3
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	4.7	0	100	100	0	0	42.7	38
Special Education	0	0	100	100	0	0	35.2	29.3
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	0	0	100	100	0	0	36.2	30.3
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. 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.

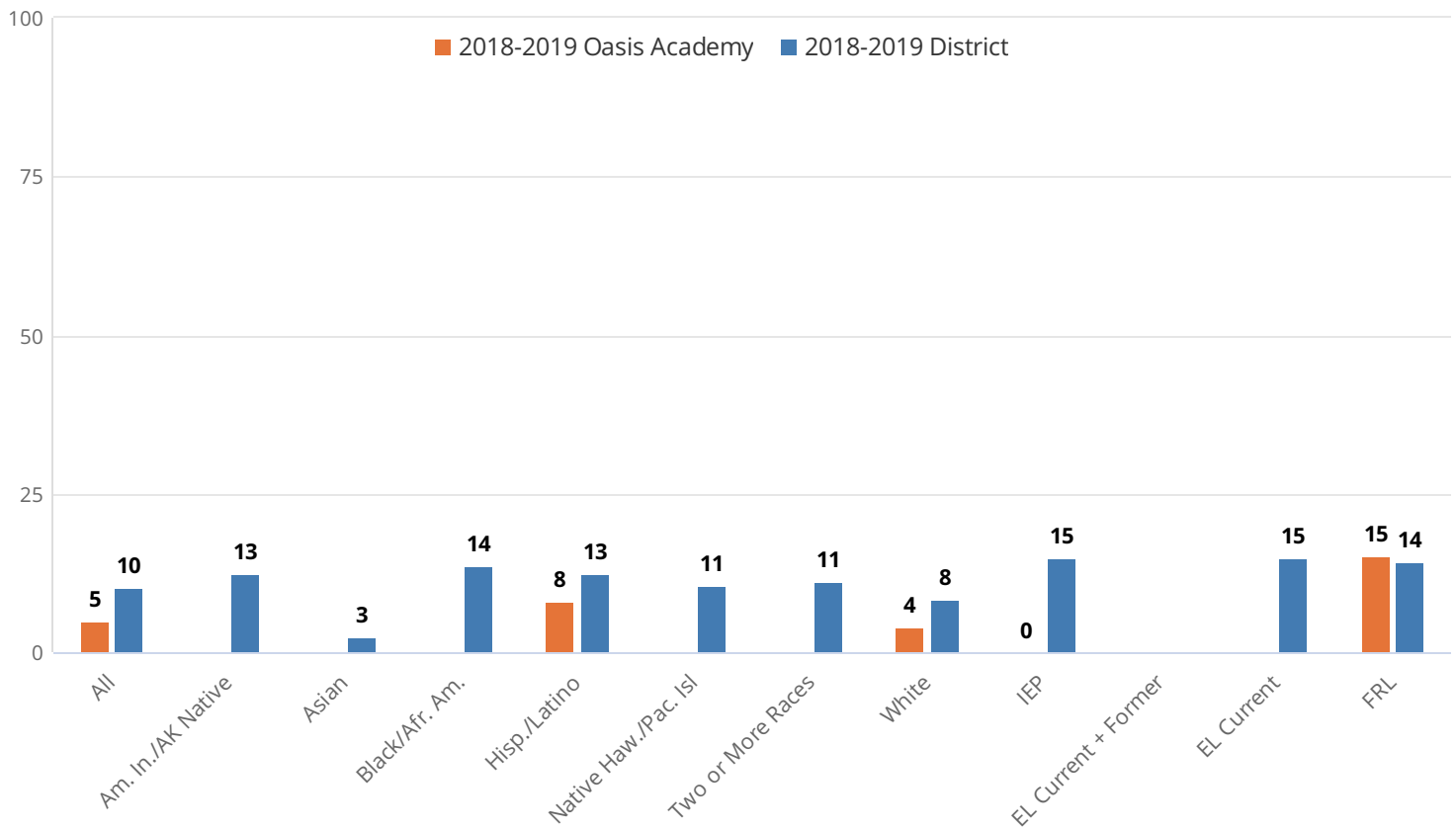
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	4.9	10.3	8.6	21
American Indian/Alaska Native	-	12.6	-	30
Asian	-	2.6	-	11.9
Black/African American	-	13.8	-	27
Hispanic/Latino	8	12.5	10.3	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	-	11.1	-	20.7
White/Caucasian	4.2	8.4	8.4	18.3
Special Education	0	15.1	9.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	15.3	14.3	16.6	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5

Chronic Absenteeism Rate (%)





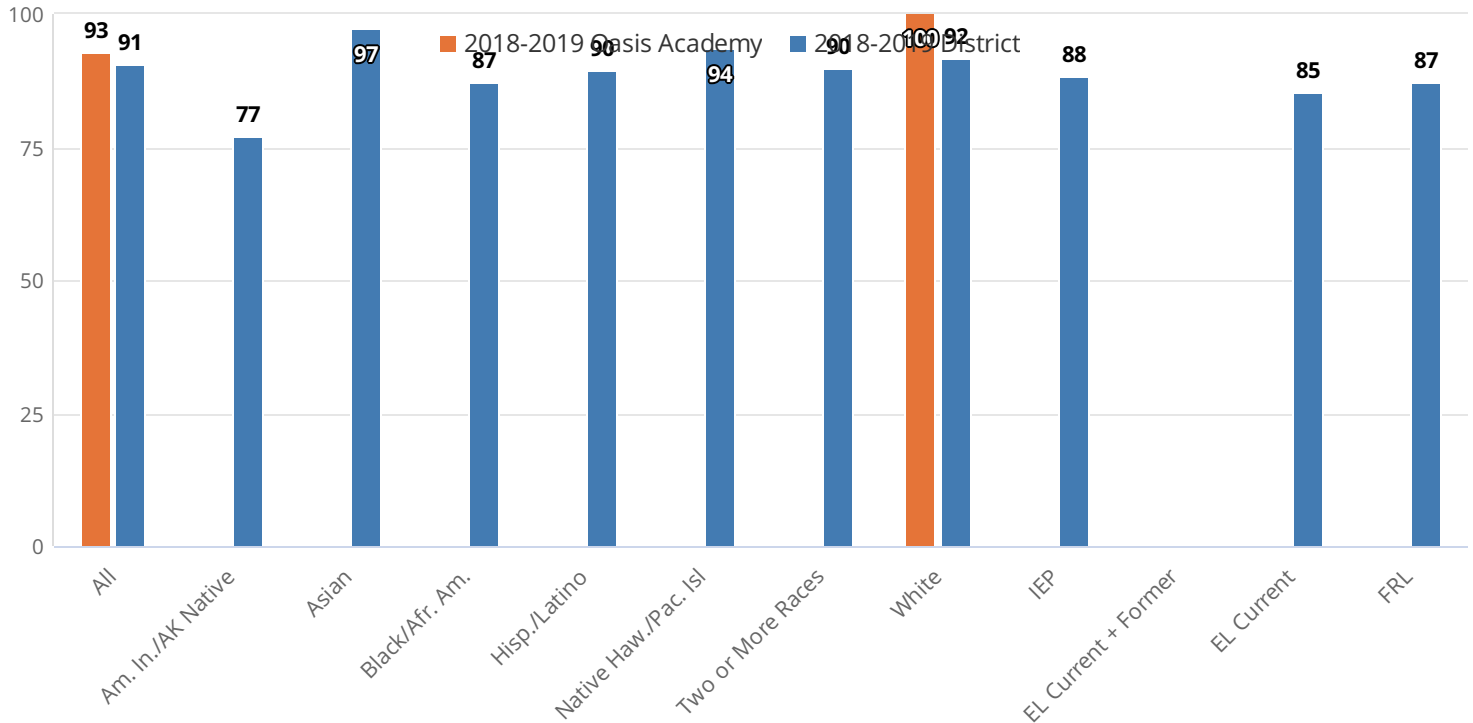
Student Engagement

9th Grade Credit Sufficiency

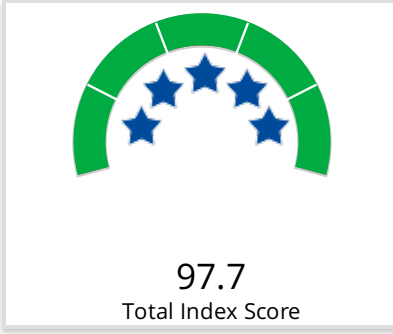
9th Grade Credit Sufficiency Points Earned 4/5

Groups	2019 % 9 th Grade Credit Sufficiency	2019 % 9 th Grade Credit Sufficiency District	2018 % 9 th Grade Credit Sufficiency	2018 % 9 th Grade Credit Sufficiency District
All Students	93	90.7	95.5	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	-	94.7
Black/African American	-	87.2	-	82.6
Hispanic/Latino	-	89.5	-	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	100	91.7	93.3	87.8
Special Education	-	88.2	-	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	90	82.4
Economically Disadvantaged	-	87.2	90	82.4

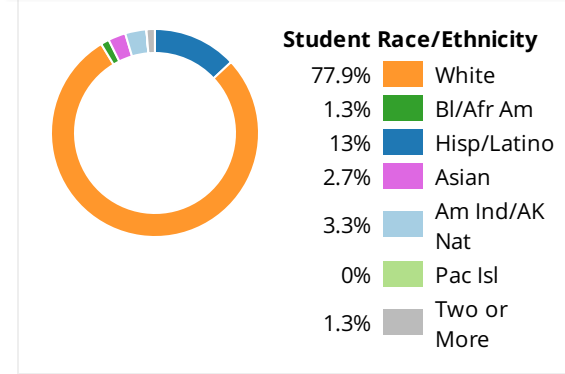
% of Students Meeting 9th Grade Credit Requirements



School Level: Middle School
Grade Levels: OK-12
District: State Public Charter School Authority
School Address: 920 West Williams Ave. Suite 100
 Fallon, NV 89406

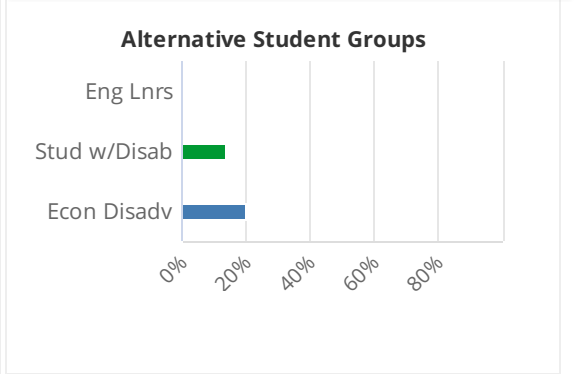


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	90.8 ★★★★★
2016-2017	N/A N/A



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.

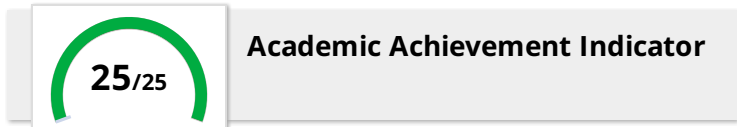
How are school star ratings determined?

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.

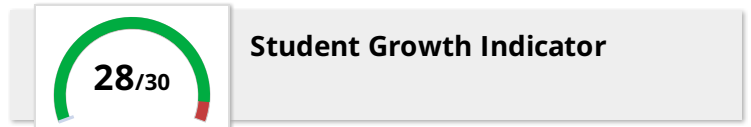
How are star ratings determined based on total index score?

- 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 ★★★★★

2018-2019 School Performance



Measure	School Rate	District Rate
Pooled Proficiency	72.5	50.2
Math Proficiency	63.2	42.6
ELA Proficiency	82.7	59.6
Science Proficiency	70.4	44.7

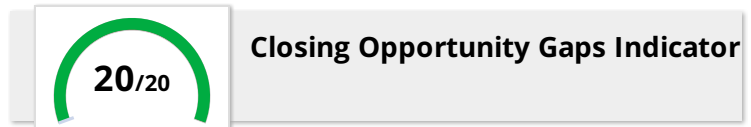


Measure	School Median	District Median
Math MGP	83	58
ELA MGP	59	56

	School Rate	District Rate
Met Math AGP Target	78	44.3
Met ELA AGP Target	83.4	61.3



Measure	School Rate	District Rate
Met EL AGP Target	-	38.3



Measure	School Rate	District Rate
Prior Non-Proficient Met	61.7	21.8
Math AGP Target		
Prior Non-Proficient Met	62.1	32.7
ELA AGP Target		

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

Climate Survey Participation is not a point-earning measure.



Academic Achievement

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

Pooled Proficiency

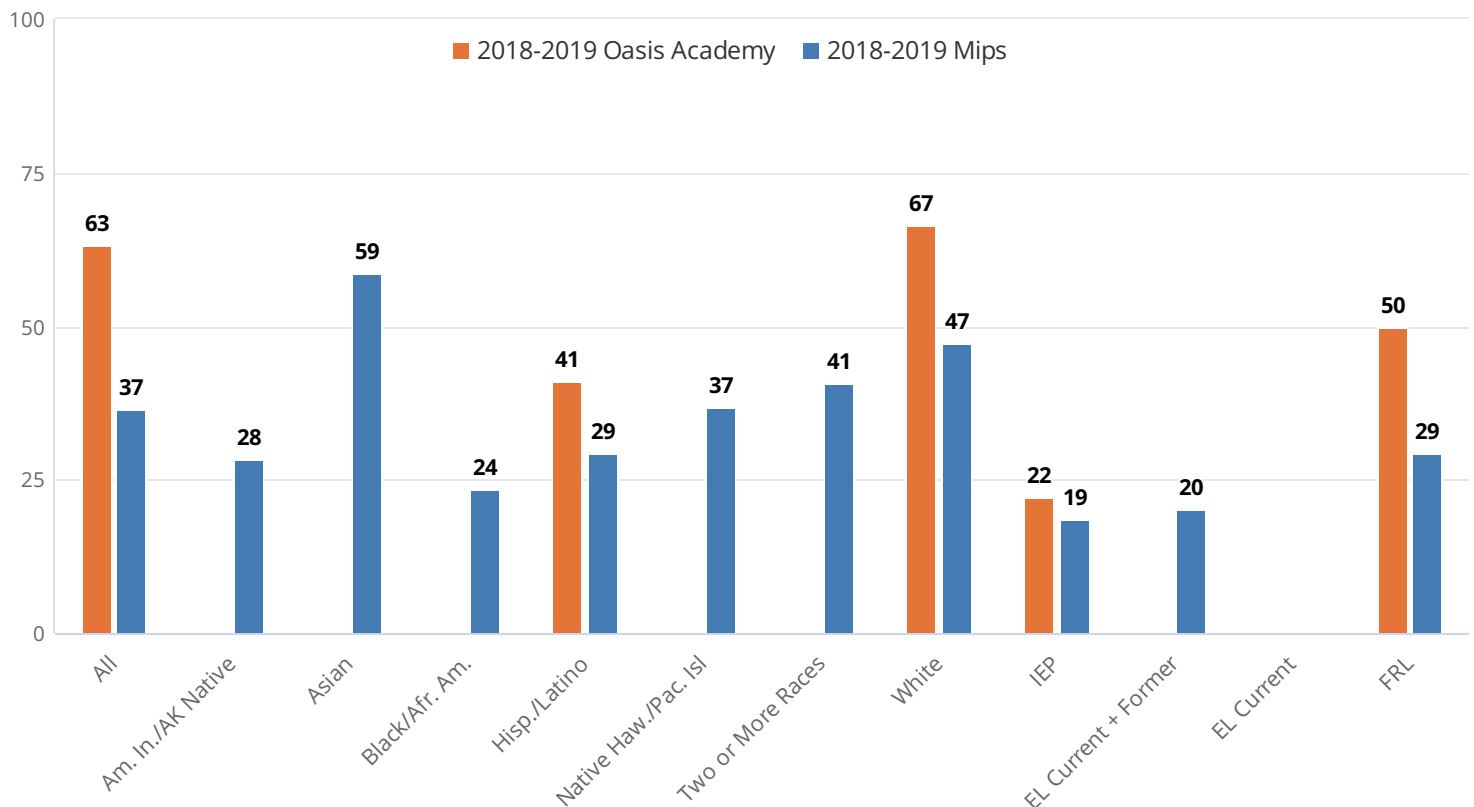
Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	72.5	50.2	62.8	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.2	42.6	36.5	52.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	41.1	31.8	29.3	22.2	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	66.5	51.2	47.1	57.2	44.4	44.4
Special Education	22.1	12	18.6	21.4	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	50	29	29.2	33.3	21.7	25.5

**Math Assessments
% Proficient**



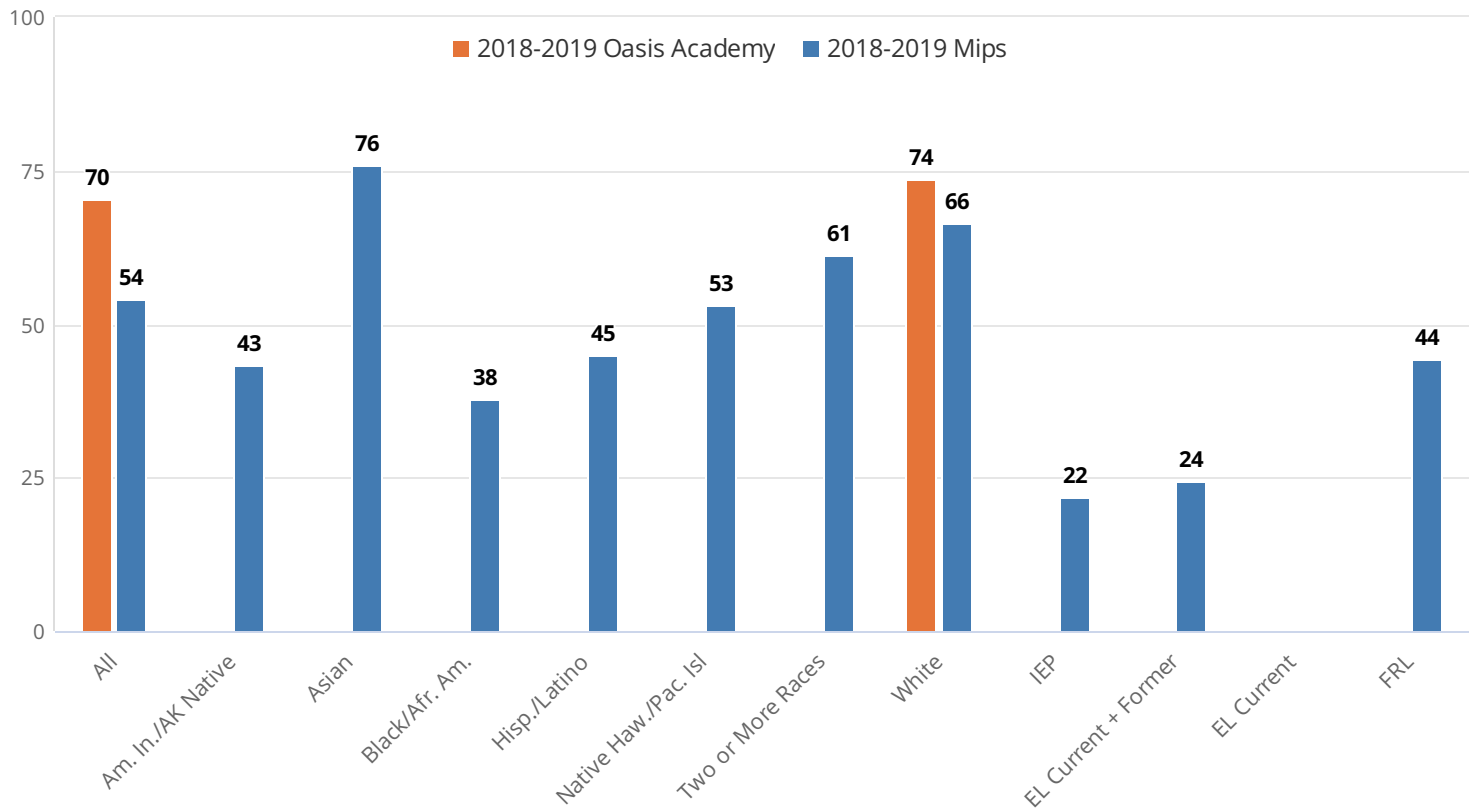


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	82.7	59.6	54.1	75.3	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	88.2	50.2	45.1	61.1	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	82.7	67.7	66.3	79	63.5	64.6
Special Education	72.2	19.8	21.9	50	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	71.4	46.3	44.4	66.6	41.5	41.4

**ELA Assessments
% Proficient**



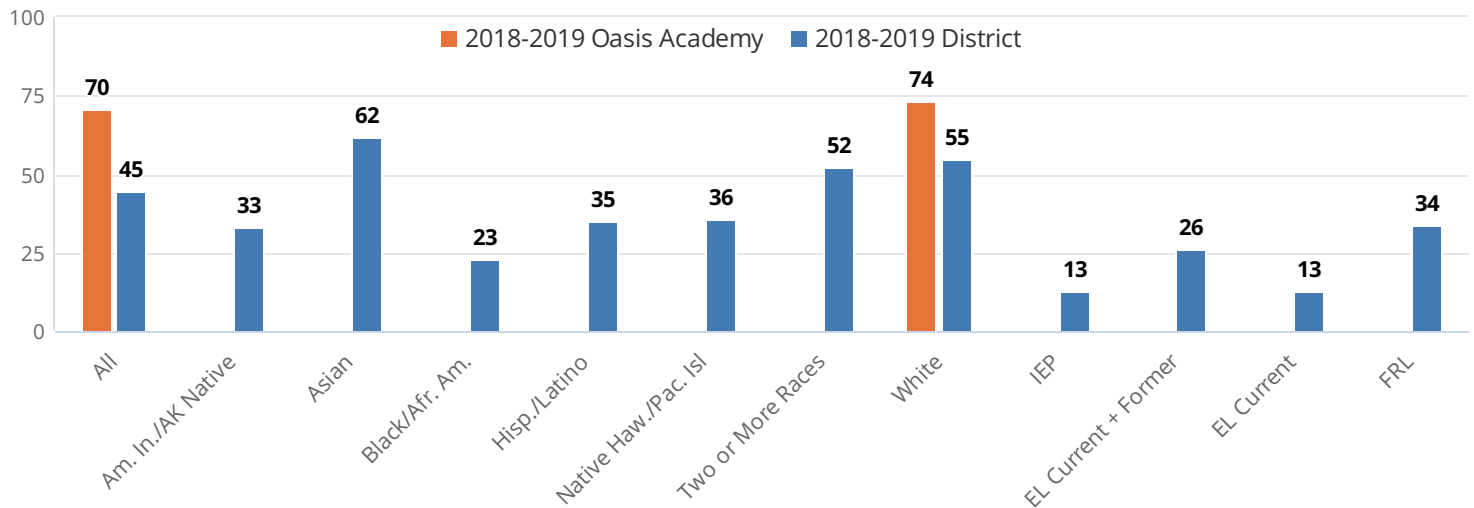


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	70.4	44.7	55.2	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	-	23.1	-	25
Hispanic/Latino	-	35.2	-	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	73.5	54.5	66.6	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	-	33.7	-	30.7

Science Assessments
% Proficient



Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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

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: 8/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	83	58	59	56	60	52	59	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	-	53	-	51	-	45	-	50.5
Hispanic/Latino	91.5	59	69.5	57	62	54	62	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	81.5	58	57.5	56	59.5	49	58.5	53
Special Education	69	55	69	55	60.5	44	60	50
English Learners Current + Former	-	64	-	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	86.5	59	63	57	70	53	62	52

AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	78	44.3	83.4	61.3	52.6	37.7	73.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	-	27.5	-	44.2	-	20.1	-	39.5
Hispanic/Latino	68.7	35.5	93.7	53.6	23.5	30.1	64.7	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	81	51.8	82	68.4	56.8	44	77.4	62.2
Special Education	47	16.8	76.4	25.3	28.5	14.5	57.1	23.6
English Learners Current + Former	-	32.7	-	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	71.4	33.3	71.4	50.3	45	25.8	70	42.2

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



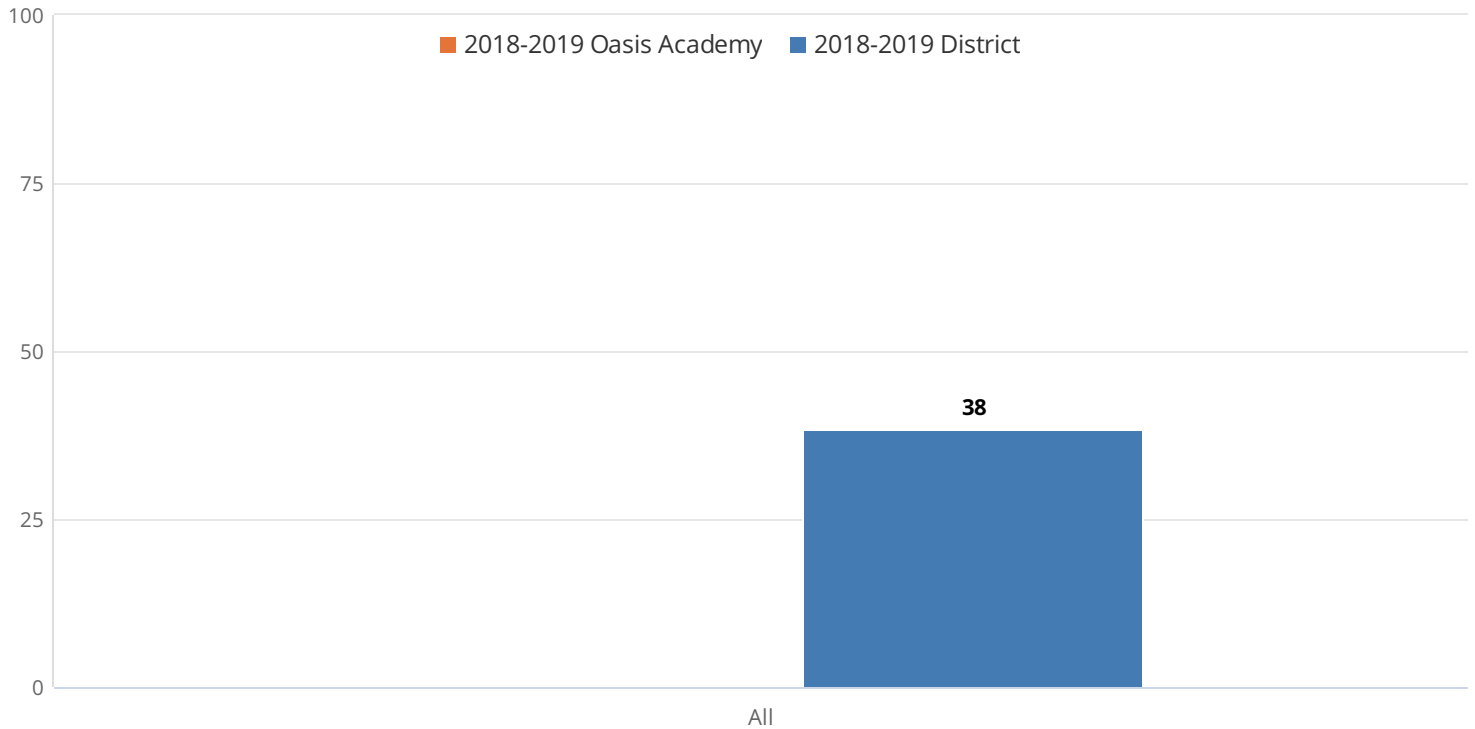
English Language

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

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	N/A	N/A	32.4

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

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

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 10/10

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	61.7	21.8	62.1	32.7	19.6	19	48.2	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	-	15	-	22	-	10.9	-	23.3
Hispanic/Latino	58.2	21.5	-	31.1	15.3	17.1	-	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	63.2	24.8	62	38.3	23.9	21.5	50	33.2
Special Education	35.7	9.6	60	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	68.4	19.5	-	29.1	6.2	16	-	23.5

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



Student Engagement

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

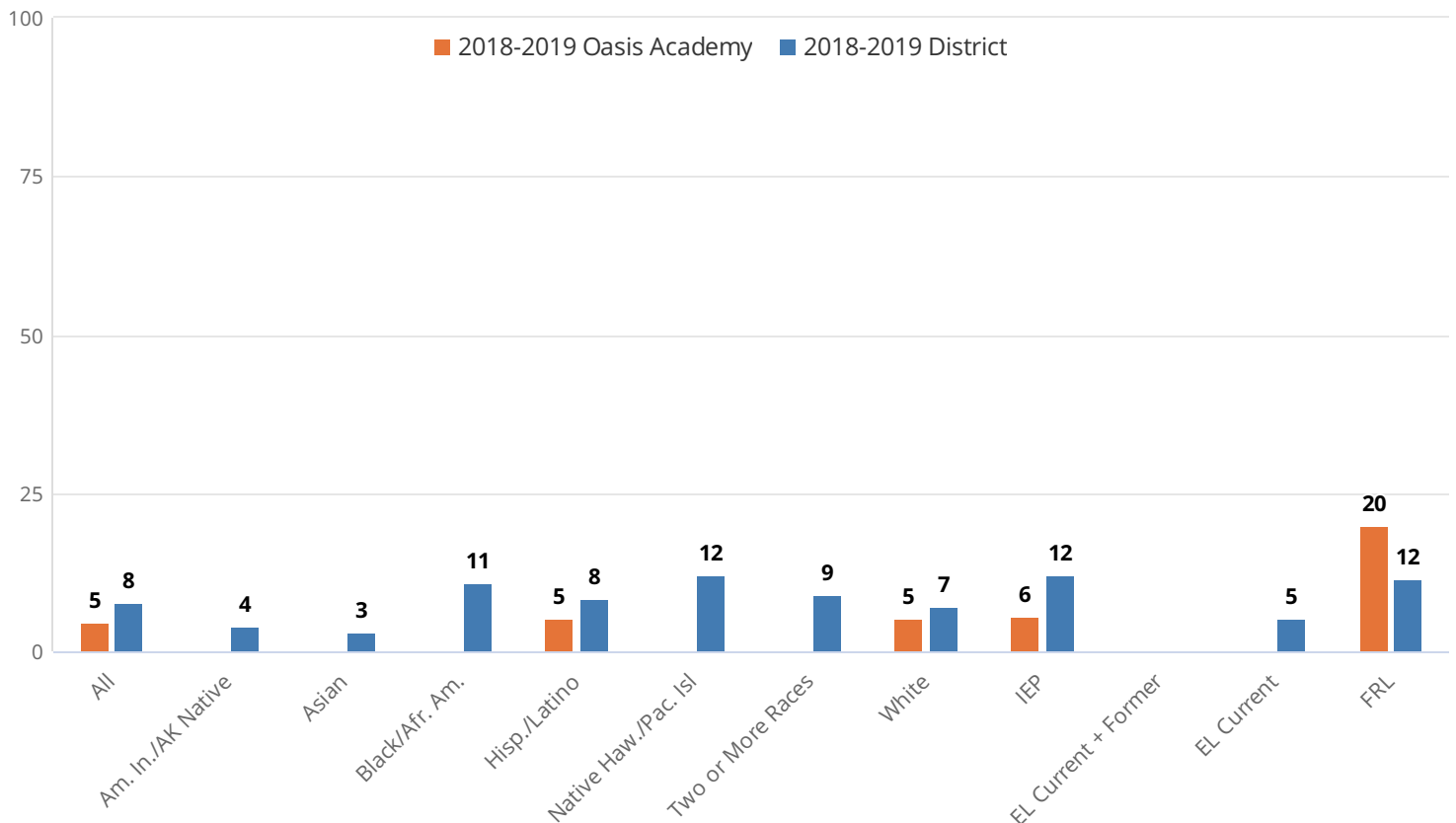
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	4.7	7.9	12	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	-	11	-	12.9
Hispanic/Latino	5.2	8.4	15.7	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	-	8.9	-	12
White/Caucasian	5.2	7.2	12	10.9
Special Education	5.7	12.1	7.1	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	20	11.5	4.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

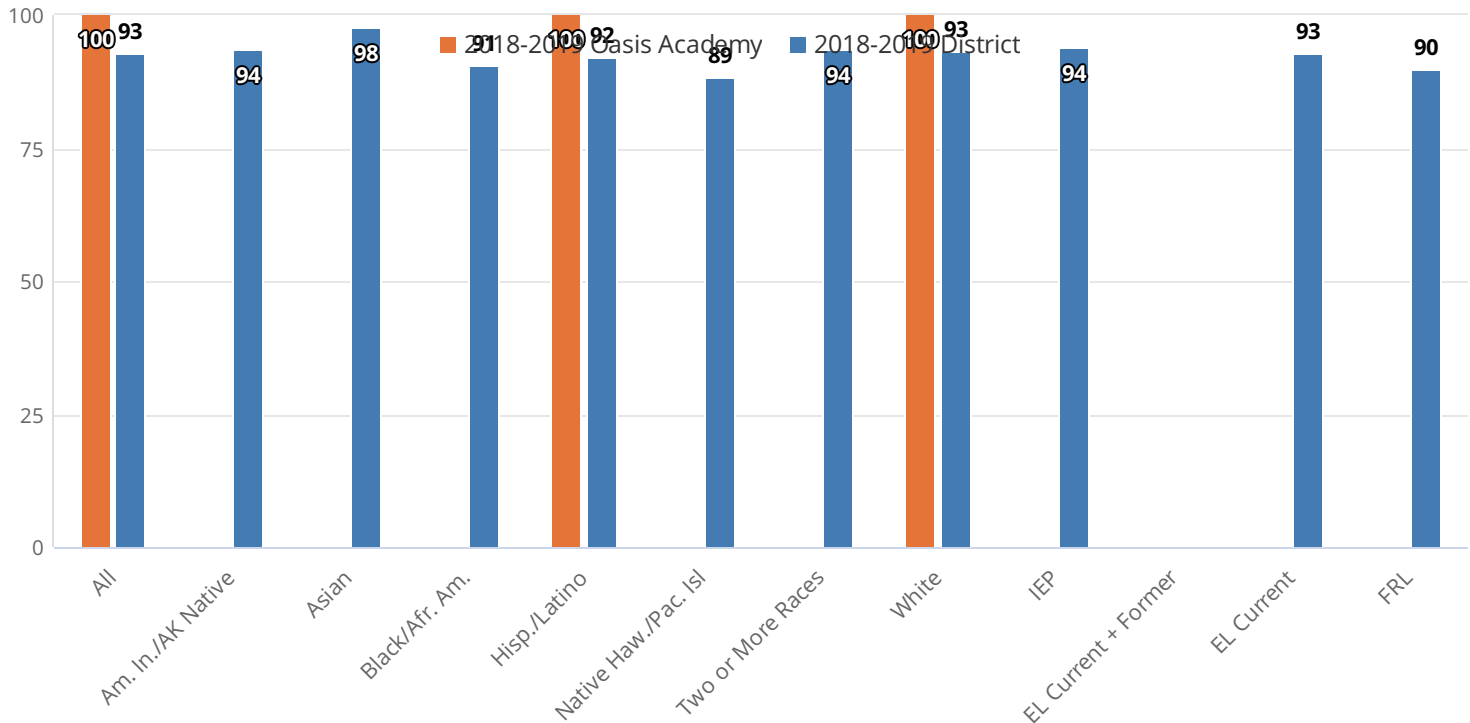
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	-	99.2	-	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	97.9	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	-	90.5	-	85.4
Hispanic/Latino	100	92.2	-	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	97.2	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	-	89.7	-	85.6

% of Students Meeting 8th Grade Credit Requirements



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

Appendix B

SITE EVALUATION REPORT

Campus Name: Oasis Academy
Grade Levels: K-12
School Leader: Melissa Mackedon
Purpose of Evaluation: This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date: November 5, 2019
Conducted By: Selcuk Ozdemir, Danny Peltier

SUMMARY OF SITE EVALUATION

School's Mission:

The mission of Oasis Academy is, in partnership with its parents and community, to instill in students high standards for academic achievement, leadership, integrity, and responsible citizenship.

During the Site Evaluation, the State Public Charter School Authority (SPCSA) Authorizing team noted several instances in which operations and school-wide procedures were put into effect with the school's mission in mind. School-wide procedures are robust and implemented with student safety in mind, including safe drop off practices. The team observed several instances of a safe and nurturing environment within classrooms and on the campus. Families are involved in the life of the school.

The Site Evaluation team members conducted 19 classroom observations, which included all grades, Kindergarten – 12th grade. These classrooms were characterized by having respectful relationships, organized classes, and physically and emotionally safe spaces for learning. Within the Instructional Observational category, it is evident that clear expectations for behavior have been established. There were several expected practices and strategies observed during the evaluation, including evidence of a range of instructional methods used during lessons, active discussion, extra support for struggling learners, high levels of student participation and engagement, higher-order thinking, and students taking academic risks.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The teachers in all classes established an environment of genuine warmth and caring. The classroom climate in most of the rooms was found to be respectful, and both teachers and students used a positive tone of voice. It was recognized that all classroom teachers appeared to relate to the students in a respectful manner. Teachers were highly capable of communicating with students in both the whole group and small group formats.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Students showed a commitment to completing the lesson objectives. Students received one-on-one time when necessary and worked independently with little appearance of off-task student actions. Teachers openly supported and encouraged students to seek out help should they need it.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	The classroom procedures observed were well-established. There was little to no loss of instructional time during lessons. It was clear that students knew to raise their hands with questions and speak-up. Students knew exactly how to get support in terms of where to go and who to talk to about their needs. Students took pride in their work and exemplified a high commitment to each subject.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Classroom procedures and routines have been established and function smoothly. Classroom instructors provided expectations at the beginning of the lesson and responded to students respectfully and thoughtfully. There was no evidence of student misbehavior.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Adults, including administrators, support staff, and teachers, communicated clearly and accurately with students. In most cases, the teachers provided an explanation of the content and communicated content in an appropriate manner that was sensitive to the student's background knowledge.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	There was substantial evidence of genuine discussion in a whole group setting. Most instructors asked high level, thought-provoking questions of each student when appropriate.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	Most students seemed to be intellectually engaged throughout the entirety of observed lessons. Observers noted a variety of activities, materials, and strategies implemented to initiate and maintain student engagement.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	The SPCSA team did not observe sufficient instances of summative or interim assessments being used in classrooms to rate this section.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	An emphasis on innovation within classrooms and challenging activities support mission-driven operations at this school site. The school staff was knowledgeable, cooperative, and supportive of students. There were many examples of positive behavior interventions and support practices implemented.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	School-wide routines and procedures, such as entering the school and classroom, appear seamless. Students know the standard expectations within the school and classrooms and were observed to follow them without exception. There was ample evidence of school-wide routines and procedures were well established.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	All school-wide procedures, such as entering and exiting the school, obtaining materials, and maintaining a clean, uncluttered environment were observed. Systems and processes function with student safety in mind.	Distinguished Proficient Basic Unsatisfactory

	Not Observed
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IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board¹	3	45 minutes
Parents/Families	11	45 minutes
Students	12	35 minutes
School Leadership	3	45 minutes
Staff	11	40 minutes

Governing Board:

- When asked about training the Board has received, the participants indicated they had attended a Nevada Association of School Boards training around 4 or 5 years ago. They also said they had received some OML training biannually and would be interested in additional training if it was available.
- The Board recognizes the benefits of the informal meetings they have with parents so that parents can discuss issues and concerns they may have with the school. They also noted that no quorum of the board is present at these meetings.
- Board members spoke about some of the challenges that have occurred with the growth of the school but complimented both school leadership and staff for being flexible as the school has grown.
- The Board also noted there have been ongoing issues with the school district regarding sports, growth of the school, and other items throughout the tenure of the school. While these issues have been challenging at times, they acknowledged that they would continue to work with staff at the school to maintain open communication with the school district and hopefully work towards agreement so that both entities could benefit.
- The Board members spoke about the benefit of the sub-committees and confirmed that these meetings are held in accordance with Nevada Open Meeting Law.
- The Board also discussed its stability and said that was a strength of this board. One board member had been on the board since its founding, with another joining two months after the school's founding.
- When asked about the evaluation of the school leader, the Board mentioned they had tried a few different approaches throughout the years including a survey of parents but said the survey did not provide results they felt were valuable to the decision-making process. They did express interest in seeing how other school boards both in Nevada and nationally go about conducting school leader evaluations.
- The Board recognized the financial stability of the school even as it has continued to grow the student population. One member stated the board is fiscally conservative

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

and is always forecasting years in advance to ensure the school does not run into any financial issues.

Parents/Families:

- Parents expressed their satisfaction with the school's academic results and said that was a key factor in choosing this school over others in the district. Parents also said they appreciate the school's zero-tolerance policy on bullying.
- A few parents mentioned that they were made uncomfortable at the school when witnessing some of the staff disciplining students. They felt that when a staff member needed to discipline a student, it should be done in a private setting and not in a hallway where everyone could see. One parent said "the discipline is not excessive, but its awkward when you can hear a staff member yelling at a kid right out in the hall. I wish that would be done somewhere private."
- Growth of the school was also a major topic of discussion during the focus group. Overall, parents felt the growth of the school was beneficial to the community even if it came at the expense of losing the "smallness" of the original school. One parent said the growth of the school had left them feeling like they weren't as connected with the teachers or staff. The parent said the growth of the school had caused turnover among staff and that some of the new staff members were nowhere near as good as previous staff members. Growth has also impacted parking and student pick-up and drop-off, which could be more improved.
- Another parent said the new staff has been awesome and encouraged further growth of the school. She stated, "if the school had not decided to grow, my child would never have been able to attend, and I don't want other parents to not have a chance for their kids to go to a great school."
- Volunteerism represents another strong bond between the parents and the school. While most parents attending the focus group volunteered in one way or another, those who were not able to said they did not feel like they were treated worse if they were unable to volunteer. No parent stated that volunteering was required.
- In discussing extracurricular fees, all parents agreed that the fees were reasonable and did not prevent them from allowing their children to participate in any activities due to cost.
- Sports offered at Oasis Academy is one concern of parents. Specifically, parents indicated that sports impact their decision to keep children enrolled at the school or attend the district school instead. Parents said that football was a major reason that some other students decided to leave the school in high school because the district charges extra fees to parents who would like their children to attend Oasis yet play football at the district school. Parents said they wished Oasis could do more to offset some of the fees that are charged for sports. While not a criticism of Oasis, parents were very aware of the tension between the district and the charter school and wished that tension did not exist as much because it was hard on their kids.

Students:

- Evident throughout the focus group was each student's passion and love for Oasis Academy. Each student was very excited to tell evaluators about their experience at Oasis. They were all proud of their school and this was evident throughout the entire course of the focus group.
- Students all felt extremely safe at the school and commented that there is no bullying at the school.
- When discussing what they liked best about the school students said that it prepares them for the world beyond high school. They felt the classwork, while challenging, made them better students and helped them prepare for what they wanted to do and become after they left Oasis Academy. Students' favorite subjects and activities at the school were math, music, robotics, mindfulness, specials, and English.
- When asked what their least favorite part of the school was, all students said the school felt too cramped. They wished that they had more space on the playground, the halls, and in the lunchroom (especially elementary students). But all noted, that even though it is cramped, they didn't mind too much because they all liked the school and their classmates so they "make it work."
- Also mentioned during the focus group was students' admiration and respect for their teachers. All students said they had multiple adults to go to if they had problems both with school work or with other issues beyond school. They said they felt respected by their teachers and the teachers really listened to them and cared how they were doing and feeling. They also liked having teachers for multiple years because they felt like the teachers really got to know them.
- The high school students all liked the opportunity to enroll in classes at Western Nevada College and said that it made them excited to continue their education beyond high school.
- One common desire that students expressed was for more social activities at the school such as dances, fairs, or other fun things they could do with their friends.

School Leadership

- School leaders expressed that one of the biggest challenges is at the high school level, in which new students are significantly behind grade-level. Leadership indicated that this is primarily because they usually come in credit deficient.
- School leadership reported that they receive a lot of IEP students in the high school level (20% in some classes), which represents a significant challenge for overcoming student achievement obstacles.
- The administration team was questioned about how they plan to improve academic achievement at the school, and the following was shared, "We set attainable goals, and, in our school improvement plan, we look for specific areas to improve." Another commented, "Writing is the area we will focus on next year. We've already begun to plan what we will work on."
- School leaders were asked about using data to inform instruction and how they support teachers at the school. They advised data is used to communicate with parents, particularly in parent-teacher conferences, and every grade level has a

spreadsheet with a specific column for data. One individual replied, "We use MAPs; it is valuable. Jessica Barr (a consultant) is helping us with the reports and explains the details to us." Another person added, "We can identify students in the most need, which I believe is the best way to use those reports. We also find that the ACT Aspire is predictive. Teachers are also using these reports when they communicate with families and in their teacher-parent conferences."

- As for communication, school leaders reported the use of newsletters, email, and face to face meetings. Also, leadership shared that they have professional development (PD) meetings, and the tech committee meets quarterly face to face. In particular, leaders emphasized that they are conscientious about giving lead time for teachers to process, and they aim to be accessible to staff.
- School leaders shared that staff recruitment has not been an issue because of the military base in Fallon. Their recruitment has come through military spouses and in-house teacher pipeline (instructional aids). There has been limited teacher turnover, and the school has benefitted from a slow growth model.
- Concerning professional development, the process includes teachers selecting what they want to comprehend. One replied, "We are working heavily on 'Teach Like A Champion.'" Another person added, "Based on our math scores, we have implemented a new math program, including training. We are using Singapore math, and last summer, we all attended training."

School Staff

- Staff from Oasis Academy all said they have a great appreciation for being able to work at this school. The staff were all complimentary of school leadership and feel that school leadership is there to support and work with them.
- When discussing the mission of the school, staff said they struggle with exactly what the mission is. One said, "If I honestly had to tell you I wouldn't know what it was, I just sign a blue sheet of paper at the beginning of the year." Other staff said the mission of the school was to be a college prep high school. However, staff said that just because they could not recite the mission verbatim, it did not mean they didn't know what the overall goal was for the school and that goal was to provide the best education possible for students enrolled at Oasis Academy.
- All staff mentioned they take great care in remaining consistent with the core strategies and elements of the school including ensuring that "format matters," "slant," and "habits of discussion" were implemented in all class settings, and across all grade levels.
- The staff also discussed the high morale evident at Oasis Academy and appreciated it because some had come from schools where morale was low. They stated that when staff morale is low, it is difficult to educate students well, and because morale is so high at Oasis it makes their job much easier and more joyful. Factors that go into the high morale are: support from administration, the close bonds between fellow staff members, and the hard work of students which makes teachers and staff excited to come to work every day.
- Staff also mentioned they appreciated the open-door policy that the administration has. They feel like they are able to speak openly and honestly with school leadership if an issue arises.

- When asked about differentiated instruction and monitoring student learning, teachers said they enjoyed the time/time swap which allows teachers to reteach and revisit subjects that individual students may be struggling with. Another teacher also mentioned Read by Grade 3, stating, “Nevada Read by Grade 3 is K-5 now and we have students in K-2 who stay for additional instruction. Sometimes, I shorten assignments, and or adjust what type of responses a student should give. There is a lot of support staff at the school which provides extra help too.” Also mentioned by staff in regard to monitoring student learning was students’ ability to request retaking assignments they felt they did not do well enough on. One staff member said, “This empowers the students to communicate with staff and allow them to improve themselves.”
- When discussing student discipline, a staff member said:” Compared to other schools, there are not nearly the amount of issues here as there are in other places. There have been a few small problems but nothing serious. This is due to the amount of strategies that are implemented here.”
- Also mentioned during the discipline discussion was the “Tribes Agreement,” with one teacher saying: “The tribe’s agreement also helps with managing discipline. They teach at K and keep at it as the student progresses through the school.” A teacher noted that while there are a “few tough students” the administration and staff “love” them and “show them that they matter.” The staff also mentioned the counselors do a great job in assisting them with students and expressed appreciation for having them on staff. Participants in the focus group also mentioned that aides that are in classrooms give teachers another resource to ensure students are learning and on track.
- Staff said the professional development they have taken also helps in their day-to-day work. Professional Development they have found valuable were; Teach Like a Champion, Mindfulness, and the Project-Based Learning.
- The “teacher pipeline” was also discussed as a valuable tool for staff because it allows individuals the opportunity to work within the Oasis Academy setting and pursue a full-time position.
- Regarding the growth of the school, staff were all excited to about the growth and felt they had been consulted and listed to as the school continued to add grades, classes, and students.

V. OVERALL STRENGTHS OF PROGRAM

1. Oasis Academy is well-liked by students, staff, and parents. In particular, the stakeholders indicated that they value the school's academic results. Several students said they appreciate the levels of individual attention for students, and they were all proud of their school.
2. All of Oasis Academy Juniors and Seniors are dually enrolled at Western Nevada College. About 70% of these students are in Jump Start, which means they will graduate with an associate degree at the same time they receive their high school diploma. Those who will not earn the associate degree will still earn a significant amount of college credits. By providing intense wrap-around services, Oasis has

- successfully put all of its students through this program, including many students with special needs. Oasis Academy students who are focused on entering the workforce are prepared to do so as they can earn welding certificates or complete the CNA program.
3. Students, families, and teachers expressed confidence in the school's Leadership Team and appreciate their open communication and responsiveness.
 4. Oasis Academy has a few students with exceptional needs but has taken proactive steps to ensure that these students are learning necessary life skills to be successful post-graduation. Specifically, the school has used grant funding (Part B) allocated for exceptional need students to construct a small apartment in the school where the students are learning the life skills necessary to maintain a home. Students are able to take the bus to the store, where they shop for their weekly recipes and needs. Additionally, students sell coffee and muffins to staff every Thursday, which they deliver. The students spend about 50% of their day with their peers in inclusion settings and the other 50% in a pull-out program.
 5. For the most part, the level of classroom instruction was found to be at a "Proficient" level overall with some instances of "Distinguished" within individual rubric strands. Students attending this school were observed to be engaged in learning at high levels, approximately 90-100%.
 6. The Oasis Academy has taken innovative approaches on two fronts, effectively serving students with exceptional needs and offering unique electives. The school received a private grant for a 3D printing lab. They were able to install twenty- 3D printers, which enable an entire class to use a laser cutter and the lab during projects. As part of the grant, 100% of the teachers were trained on how to use the lab in spring 2019. During the 2019-2020 school year, every 3-10 grade students will complete at least one project that utilizes the lab. The high school technology class has written lesson plans based on the Next Generation Science Standards for 3rd and 5th graders. They taught the lesson, which incorporated in the use of the 3D printing lab. In addition, Oasis allocated general fund dollars for a classroom set of google expeditions, which allows students to take virtual trips into what they are studying. (A battle group of the civil war, ancient Egypt, a human cell, or visit a college campus etc.)
 7. Instructors and support staff make a point of both instructing students in their grade-level set of standards and in providing additional supports to either provide intervention or enhance learning.

VI. RECOMMENDATIONS

1. During the Board Focus Group, board members stated they were interested in additional training for members and staff regarding Open Meeting Law and best practices. Included below are links to the SPCSA's and the Charter School Association of Nevada's most recent board training, and a 3rd-party resource for the schools wishing to pursue additional supports. SPCSA staff recommends making this information widely available and reviewing it at least annually.

- SPCSA/CSAN Board Training – October 24, 2019
 - [CSAN Governance Protocols and Best Practices Training Video](#)
 - [CSAN Ethics and Open Meeting Law Training Video](#)
 - [CSAN Governance Training PowerPoint Presentation](#)
 - [Ethics Disclosure and Abstention Guide](#)
 - [Nevada Acknowledgment of Ethical Standards Form](#)
 - [Sample Code of Ethics Form](#)
 - [Sample Conflict of Interest Form](#)
 - [Nevada Open Meeting Law](#)
 - [Nevada Ethics Commission](#)
- Board on Track
 - <http://www.boardontrack.com/>

2. During the Family Focus Group, growth of the school was also a major topic of discussion. Some of the parents stated they lost the “smallness” of the original school and the growth of the school had left them feeling like they weren’t as connected with the teachers or staff. Site Evaluation team members recommend continuing to improve the communication with different tools (email, weekly newsletter and perhaps through the school’s website), which could be updated more regularly and provide updated information that will be more centralized and streamlined. Consider developing/creating more opportunities for parents to be involved (volunteering, events, etc.) and make them feel the school is an extension of the family. Continue to improve communication so they can see themselves as a team with the school and teachers.

VII. DEFICIENCIES

There were no deficiencies identified for the Oasis Academy campus during the evaluation.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE²

Name of School: **Oasis Academy**
920 W. Williams Ave. Suite 100
Fallon, NV 89406

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary School: 5 of 5 Stars
 Middle School: 5 of 5 Stars
 High School: 5 of 5 Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
68.7%	82.7%	62.3%	63.2%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate: 100%	Average ACT Composite: 20.13%
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Appendix C



Nevada State Public Charter School Authority

Site Evaluation Report: Oasis Academy
Evaluation Date: 4/13/2022
Report Date: 5/19/2022

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

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Appendices

A: Nevada 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 April 13, 2022, at Oasis Academy. 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

Oasis Academy is in Fallon, Nevada in a facility at 920 W. Williams Ave. Suite 100. The school serves 714 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of name of school is: "The Charter School, in partnership with its parents and community, strives to instill in its students high standards for academic achievement, leadership, integrity, and responsible citizenship. The Charter School will create leaders one project at a time."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

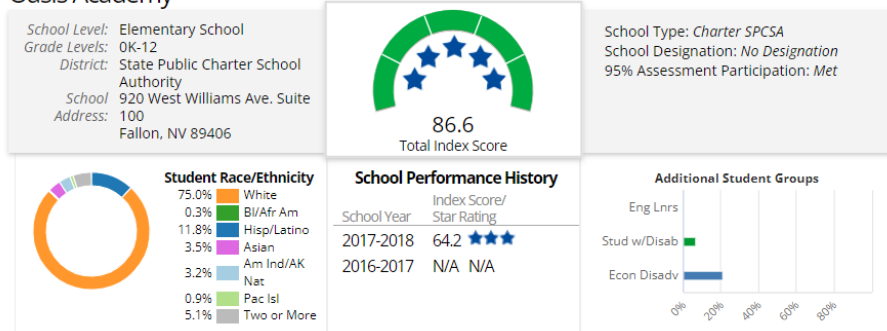
This information is provided to assist in understanding the data sets impacted by the pandemic.

Oasis Academy serves 694 students in grades K – 12.

Elementary School

Oasis Academy

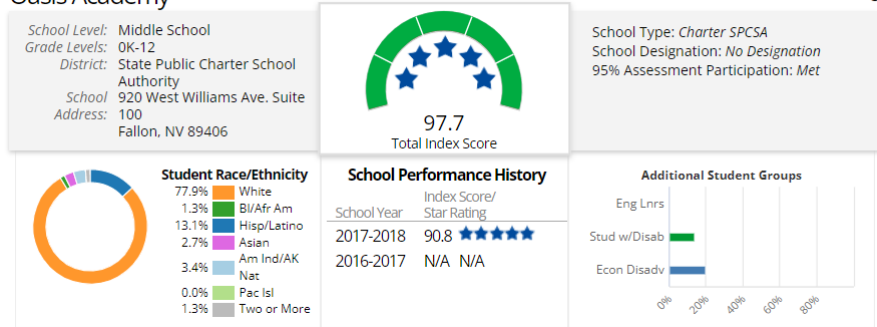
School Year 2018-2019 Nevada School Rating



Middle School

Oasis Academy

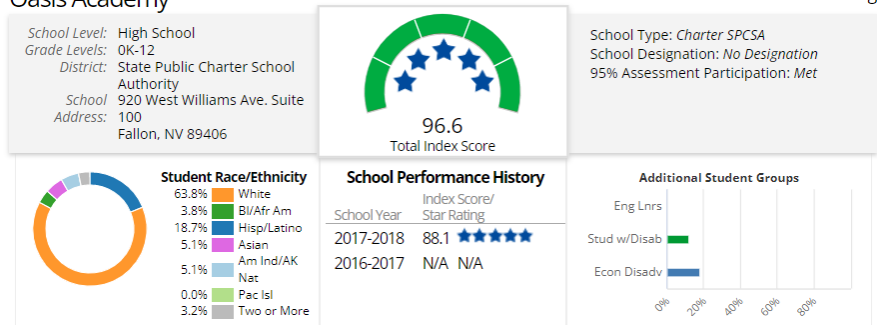
School Year 2018-2019 Nevada School Rating



High School

Oasis Academy

School Year 2018-2019 Nevada School Rating



Oasis Academy Math and ELA Results Nevada School Performance Framework 2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	62.4	54.5	48.5	56.2	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	18.7	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	69.0	62.3	59.3	61.8	61.1	57.2
Special Education	35.7	27.4	28.6	27.7	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	56.5	39.8	39	25.0	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.7	60.1	57	67.3	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	62.5	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	71.8	66.8	67.4	73.7	65.0	65.7
Special Education	35.7	26.7	30	44.4	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	47.8	45.4	46.8	43.7	40.4	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.3	42.6	36.5	52.8	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	41.1	31.9	29.3	22.2	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	66.6	51.3	47.1	57.2	44.4	44.4
Special Education	22.2	12.1	18.6	21.4	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	33.3	21.7	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	82.7	59.6	54.1	75.3	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	88.2	50.3	45.1	61.1	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	82.8	67.8	66.3	79.0	63.5	64.6
Special Education	72.2	19.9	21.9	50.0	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	71.4	46.4	44.4	66.6	41.5	41.4

Oasis Academy
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

High School

Math Proficient			Math Proficient Points Earned: 10/10			
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.3	25.8	32.83	18.1	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	-	18.5	22.93	-	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	-	26.0	36.96	-	26.1	33.64
White/Caucasian	63.1	32.0	44.25	12.0	28.4	41.31
Special Education	-	6.1	12.38	-	2.2	7.77
English Learners Current + Former	-	5.0	14.52	-	10.9	10.02
English Learners Current	-	0.0	-	-	2.4	6.96
Economically Disadvantaged	-	14.6	24	-	13.3	20.01

ELA Proficient			ELA Proficient Points Earned: 10/10			
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60.0	53.9	48.54	61.3	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	-	68.4	63.27
Black/African American	-	32.8	31.39	-	21.6	27.78
Hispanic/Latino	-	47.3	36.5	-	39.5	33.15
Pacific Islander	-	52.0	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	63.1	59.7	62.25	60.0	50.0	60.26
Special Education	-	18.8	15.71	-	9.0	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.6	-	-	9.7	6.9
Economically Disadvantaged	-	41.9	37.66	-	31.2	34.37

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

Middle School

High School

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

0 N/A 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0 N/A 15

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

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

0 N/A 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0 N/A 15

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

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

0 N/A 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0 N/A 15

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

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

0 8^A 15

^ABonus Indicator Points: 3
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

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

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	>95	▼	✓
IEP	≥10 and <15	17.6	▼	✓
EL	<5	9.7	▼	✓

Middle School

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

0 7 15

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

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

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	>95	▼	✗
IEP	≥5 and <10	16.3	▼	✗
EL	<5	<5.0	—	✗

High School

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

0 11^A 15

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

10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	>95	▼	✗
IEP	≥10 and <15	12.5	—	✗
EL	≥5 and <10	5.3	▲	✓

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	6	30 minutes
Students	7	30 minutes
School Leadership	4	30 minutes
Staff	11	30 minutes

Governing Board¹:

1. Board members discussed plans to increase student enrollment of diverse student groups who receive free and reduced lunch (FRL), are English Learners (EL), and/or learners with Individualized Education Plans (IEP). Due to the increasing special education caseload, the board shared plans to employ a full time Director of Special Services. Board members commented, “We get updates by the Chief Executive Officer (CEO) about how Oasis is closing enrollment gaps in special populations in comparison to our the SPCSA schools and the local district. We don’t have a ton of open seats in the upper grades. We are trying to increase diversity in kindergarten. We are advertising during open enrollment and targeting different populations to make our school match our local community.” The board members said they are supportive of professional development (PD) for staff to learn additional strategies to better meet the needs of those students who are learning the English Language. One board member commented, “The school does a wonderful job of meeting the needs of all students and providing services to diverse student groups.” Board members further explained that every Oasis email sent to parents is written in English and Spanish. Members added that Oasis makes a point of advertising on social media to different groups of potential family members.
2. The governing board reports they meet a minimum of once a month. Board members shared that Oasis has special sub-committees which include a governance sub-committee, finance sub-committee, and an academic sub-committee. Current areas of specialty representation on the board include an attorney, a teacher, a few members from business, a member with a background in human resources, a member with a background in social work, and an architect. The board conducts an annual evaluation of the Senior Leadership Staff. This evaluation is reviewed at a board meeting. Board members shared that they have gone to national conferences for training. New board members complete training as well and all board members update their knowledge via trainings on a routine basis. The board shared, “We have long term board members with experience and have been through a lot of training.”
3. The board is kept up to date with academics at the school. One person explained, “We get updates on student achievement levels by grade level and pay a consultant to conduct data analysis on the Measures of Academic Performance (MAP) interim results.” Members of the board explained that they make sure Professional Development is provided to staff. The board reported that it is important that teachers know how to analyze their classroom data and individual student progress.”

¹ Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. When asked how families are kept up to date about school events or progress their children are making in each subject, parents had mixed responses. One parent responded, "I get pretty good updates, whenever schoolwork has not been handed in by my child or about upcoming events taking place at the school, I am notified." A different family member responded, "I don't get very specific progress updates as often as I would like. I like to know every few weeks whether my daughter is doing well or not because I don't know until I get report cards." A third parent commented, "I check my daughter's grades on the website and I volunteer at the school, so I get to see how she is doing."
2. Family members were asked if they feel able to express concerns to those at the school and if resolutions are found. One person responded, "My experience has been that if I have a school related issue, I can tell the school leader or the teacher. The results may not always be in my favor, but those at the school listen. They have never shut me down. As far as responding, staff and school leaders get back to me quickly. I do wish the parents were taken a little more into account in the decisions that are made."
3. Parents stated several reasons for appreciating Oasis. These include the four-day school week, high expectations, and excellent academic outcomes. Family members said they feel the learning is differentiated appropriately. One parent commented, "The staff recognized who I was and know my daughter's name. Another parent added, "When my kids get dropped off at school, they are greeted, and staff know their names." Families communicated they are very pleased with the discipline at the school as well as the structure. One parent commented, "The structure really helped my daughter as she moved from high school at Oasis to college." Families were appreciative of the school uniforms and like not having to worry about what their children are wearing in the morning. A parent of a child learning to speak English commented, "My girls speak Spanish. When they first started in kindergarten, they only spoke Spanish because we were trying to teach them Spanish first. The staff was very kind and taught my girls ow to speak English. Now my daughters are fluent in both English and Spanish. The staff at Oasis knew it was very important to me that my children didn't lose her native language."
4. Parents shared their suggestions for improvement. Families would like transportation to and from school and for sports. Parents shared they didn't feel there was enough done for black history month. One person commented, "It was an opportunity for those at the school to celebrate black history but instead there was a country western theme." In contrast, one parent commented her child did learn about black history month and received information about black history. Another parent said they are a military family and often move to places and find they are the only people of color. When she came to Fallon, she was hoping to see more culture. She said, "In Fallon you feel the difference. I want the teachers to be aware that there are children who may feel that difference and I hope this is considered. We love it here, and we feel welcome, but I would like to see more culture celebrated." Other family members said the military base is growing and more people of color live in Fallon. One person commented, "This is an opportunity for growth at Oasis. The school should consider including more diversity and celebrate more cultures." Family members said the school community needs to do more in general to be more diverse.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students said they like attending Oasis Academy and especially appreciate the teachers interaction with students. One student commented, "I like learning about different events in history. Another student shared, "Teachers are warm, caring, and kind to students and make each of us feel welcome." One child experienced a warm welcome as a new student and said, "The first day I didn't want to come to school, but the staff and teachers made me feel welcome. I like how helpful the teachers are at Oasis Academy."
2. Students were asked how their learning experiences were in terms of being too easy too hard, or just right. Students shared a variety of thoughts. One student commented, "The teachers really push us to be the best that we can. The teachers help us do harder things." Another student said, "My teacher helps us learn easier ways to solve math problems." Another student commented, "For me, the learning is in the middle. It's not too easy or too hard but the teachers help me to push myself. When I first got here my teacher had to help me learn how to use a laptop and the different programs. At my old school I didn't use much technology but now I use it often." Students said if they are confused the teachers will notice or invite students to ask questions. Students were thankful that the teachers explain again or clear up academic assignments or concepts which are confusing to students.
3. Students like the many extra-curricular activities offered. A student said, "I love archery. We learn how to shoot at targets and go to competitions." Another student said she plays softball, enjoys swimming, and takes care of her farm animals A third student commented, " I go to an afterschool program on Fridays, and play lacrosse which I enjoy because it is a fun sport." A young student added, "One of my favorite electives afterschool is the Future Farmers of America (FFA)."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Regarding SPCSA's strategic plan to increase groups of students who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP) school leaders discussed ways they are addressing this need. Leaders reported they have an upward trend taking place. One leader commented, "I can speak to our kindergarten through second grade because enrollment in kindergarten is our largest opportunity to improve. The school leader said last year Oasis Academy was higher than the district average in students with special needs. She said, "Our number of students within the FRL has increased as well. We have partnered with the food pantry. A few years ago, we targeted making increasing to the number of second language learners at the high school level. We went to Latino church services, put flyers on cars, and advertised on Spanish radio stations. We have several staff members who speak Spanish and reached out to others by word of mouth which has been effective. School leaders shared the school has a wait list. One leader commented, "If we had a lottery, it would only be for a couple of grade levels due to the number of siblings on the waitlist."
2. Leadership reported the school uses data from the assessments to drive instruction and curricular decisions. Oasis Academy uses the MAP (Measures of Academic Achievement) test, and contracts with Jessica Barr to analyze data and meet with teachers to go over ways to improve instruction and achievement outcomes. At the high school level, students took the nationwide ACT examination and ranked highly. Oasis offers an ACT prep course during the school's winter break to help improve final scores on the ACT. The school leaders said they use the English Language Arts (ELA) Wonders and the math Singapore curriculum unit tests to monitor and check for understanding. In addition, teachers use the data points from the check points to make decisions about small group instruction and grade level lesson plans. One leader explained, "We are switching over to CERT² test instead of MAP for high school because it gives ACT predictors."
3. Given the pandemic and return to in-person learning, school leaders shared that Oasis is facing challenges with students lacking social skills and displaying unwanted behaviors. Leadership reported they are addressing these concerns by creating friendship groups, providing coping skills, creating behavior plans and continuing to implement restorative justice practices. School leaders try their best to keep students in school and learning. One school leader commented, "The behavior issues really caught us off guard, luckily we have two skilled counselors who work on restorative justice, and we will be adding a third counselor to help increase the ratio."

² CERT is an online assessment product which provides school staff information about students' comprehension of standards. This in turn supports school staff in planning instruction and in realizing improvements in student achievement levels.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. The teaching staff shared some of the ways they differentiate instruction to meet the needs of second language learners, low achieving students, and students with an IEP. The school has a full inclusion model and staff generally push-in to classrooms. There are some instances where students are pulled out of the classroom to work in small group settings. Teachers use instructional scaffolds, visual pictures, and small group instruction when appropriate. The English Language teacher provides services for all students from kindergarten to seniors in high school. One teacher said, "We have been trying to be more purposeful with using the MAP data to better inform our leveled grouping, modify homework assignments. We use exit tickets and plan on higher level thinking problems for greater instances of student problem solving."
2. Educators explained some of the behavior challenges with students upon the full time return to learning this fall. They noticed some students had impulse control problems and had a hard time regulating their emotions. The school staff responded by having professional counselors provide the classes with lessons on a variety of social skills. According to focus group participants, teachers built in time during the school day to implement mindfulness and social emotional learning lessons. Students displayed challenging social skills and behaviors during classroom cooperative learning time, and at recess. For this reason, staff shared that teachers modified the curriculum and limited some of the group projects. This was done so students would not get overwhelmed as they acclimate back to the school environment.
3. Staff at Oasis Academy shared that the school has put several supports into place to amplify the learning for those students who struggle this year. The school has planned and implemented after school tutoring, for the students with an IEP, summer school blocks for students in kindergarten, exit tickets to monitor daily learning, and summer school for students in grades kindergarten through eighth grade. According to staff, teachers create weekly lesson plans together, drawing from the strengths of each person in the grade level. Teachers adjust the students within the small groups based on the most recent testing data. Staff shared they are currently working to be more consistent in using data to progress monitor and adjust instructional goals.

CLASSROOM OBSERVATION TOTALS

A total of 23 classrooms were observed for approximately 15 minutes on the day of the site 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: 16	Total: 7	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: 15	Total: 8	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: 16	Total: 7	Total: 0	Total: 0	Total: 0
	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: 15	Total: 8	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5	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.
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity					
	Total: 9	Total: 14	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6	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.
A					
Using Questioning and Discussion Techniques					
	Total: 2	Total: 20	Total: 0	Total: 0	Total: 1
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: 8	Total: 15	Total: 0	Total: 0	Total: 0

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: 8	Total: 15	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
B					
	Total: 11	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: 10	Total: 13	Total: 0	Total: 0	Total: 0
B					
	Total: 13	Total: 10	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 observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 13	Total: 10	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. A middle school math classroom had 19 students and they were observed using laptops, pencil, and paper, while the teacher had a large monitor and used the white board as well as a graphing white board. The teacher asks high level questions such as, "How do we factor this?" and the teacher encourages students to verbally explain and solve math problems with the teacher.
2. In this middle school classroom, students asked the teacher questions about the problems they are having difficulty with as others work independently on math problems. The teacher gave each individual student feedback about their work as needed. There were several students making comments such as, "oh now I get it", or "oh, I see what I did wrong." The teacher was observed encouraging students as he supported them just enough to allow the students to solve problems. Students helped each other solve problems quietly at table groups while the teacher explained and had students walk back through each step to solve the problem.
3. This middle school math class had 10 students. Students asked questions about where they might be confused and the teacher provided full explanations. Students used math academic vocabulary to ask questions and to communicate.
4. In one early grade classroom, students were reading their own books together in a choral reading. The teacher stopped and asked questions such as, "what does the grasshopper think" and as students responded the teacher provided feedback. The teacher was observed walking around the classroom during independent reading time, providing feedback, such as, "I like the inflection in your voice."
5. One early elementary classroom teacher worked with two students in a small group, scaffolding with the reading as needed and encouraging students to solve the math problem. There is clear direction provided to students regarding what to do when done with 6 choices.
6. During small group reading in one classroom, the teacher encouraged one student to use more expression, then after the students tried again, the teacher provided positive feedback. The teacher was observed saying "use your picture clue to figure out the word", and the student was successful. There are several words of encouragement from the teacher to students during this small group reading lesson.

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.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>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>Oasis Academy has been working with Data Driven Nevada (DDN) for three years. Based on student data and feedback they determined that they needed to adopt a new language arts curriculum. A committee was formed to select the curriculum. Each curriculum was examined for alignment to Nevada content standards. Additionally, they looked at student outcomes in schools who were utilizing the curricula. Ultimately, the committee recommended and the board approved Wonders Reading Curriculum in grades K-6, and Reading Reconsidered in grades 7-8.</p>
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>Oasis Academy contracts with DDN, which breaks down NWEA MAP results three times a year- fall, winter, and spring. The data is presented to staff in detail and teachers look at the proficiency and growth of each student. Oasis posts items to Epicenter in a timely manner. Their Special Education and ELL Handbooks are current and up to date.</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>Oasis Academy conducts annual IEP meetings in accordance with IDEA. Classroom teachers are required to participate in that process. Additionally, they have access to students IEP goals in Infinite Campus and are provided a list of accommodations and modifications their students should get.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples: 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>Oasis Academy has a full time ELL teacher in the 21-22 school year. In the 22-23 year, the school anticipates having 1.5 EL teachers to accommodate the needs of this growing population. Oasis worked hard to find a teacher who is representative of the student population. This has been important to students and their families. This individual is also bilingual. Oasis monitors the progress of all EL students in relation to grade level standards, and specifically monitors listening, speaking, reading, and writing growth via the annual WIDA test. This information is recorded in Infinite Campus.</p>

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>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>Oasis Academy adheres to the open meeting law, holding a public meeting almost every month at 7 p.m. Oasis Academy utilizes three committees which meet in a public meeting format as well. These committees include Governance, Academic Excellence, and Finance. The Finance committee meets monthly. The other two committees meet on average 6 times a year, or every other month. Oasis Academy has a board member manual and conflict of interest policy.</p>
4a	<p>The school protects the rights of all students.</p> <p>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>Open enrollment runs from December to February. In accordance with the interstate compact for military connected students they do accept applications throughout the year when families are transferred to Fallon outside of the enrollment period. As such they hold a lottery throughout the year when they have an opening. The school has an extensive sibling waiting list.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>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>Crisis Response: Oasis maintains an emergency management plan in accordance with state law. School leadership have attended numerous trainings and have provided additional training to the entire staff.</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.

School staff ability to address previous recommendations	<ol style="list-style-type: none"> 1. Board training regarding Open Meeting Law and best practices. 2. Improve communication with families.
Evidence the school can provide to support the implementation of previous recommendations.	<ol style="list-style-type: none"> 1. Completed Open Meeting Law training through 3rd party. 2. Streamline communication to families through school app, weekly newsletters, and website.
The reasons school will require additional time to fully address the recommended items.	<ol style="list-style-type: none"> 1. The previous recommendation to complete Open Meeting Law training has been completed and no extra time is required. 2. The previous recommendation to improve communication with families at Oasis Academy through school application, weekly newsletters and website has been completed.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. With strong support from school leaders, the Oasis Academy teaching staff have created highly positive classroom environments. Multiple measures of evidence suggest Oasis students feel safe in sharing their thoughts, taking risks, asking questions, and confronting challenges in their learning. As noted within the classroom rubric portion of this report on pages 14 and 15, the number of classrooms rated *Distinguished* outweigh those rated *Proficient*. Within the Classroom Environment Areas 1,2,3,and 4 and within 23 observed classrooms, a total of 62 *Distinguished* ratings were recorded. Another 30 were rated *Proficient*. There were no *Basic* or *Unsatisfactory* ratings. Additional evidence is provided on page 17 within the comment portion of the classroom observations. Comments include, “Teacher encouraged students to verbally explain and solve math problems with the teacher”, “There were several students making comments such as, “oh now I get it,” or “oh, I see what I did wrong.” “The teacher is encouraging as he supports students just enough to allow the students to solve problems.” and “The teacher said “use your picture clue to figure out the word” the student is successful. Oasis Academy is successful at creating and maintaining safe, engaging, and relationship-based school-wide classroom environments.
2. Oasis Academy teaching staff provide strong levels of instruction and consequently high measures of student achievement, and this was observed throughout the site evaluation. By consistently making sure students understand what they are learning, why it matters, and by providing students with opportunities to practice and receive feedback as well involving students in complex, meaningful thinking, Oasis Academy students are focused on learning. Evidence of these learning experiences was abundant on the day of the site evaluation. For example, small class sizes allow teachers to clarify learning targets individually with each student. The classrooms observed contained a variety of academic supports including word walls, academic language charts, math examples, parts of speech, and leveled classroom libraries. There were high levels of feedback between teachers and the students within classrooms. Students explained concepts to their peers, asked questions, and worked independently as well as receiving individual feedback from teachers. Students reported they feel welcomed and were appreciative of their teachers. They said teachers are highly interactive with students. Students said teachers push them to raise to higher levels of understanding and critical thinking, and this was observed by SPCSA evaluators in classrooms.
3. School leaders and teaching staff have created and implemented several supports to expand and accelerate student learning for those who struggle this year. The school has planned and implemented after school tutoring, for students with an IEP, summer school blocks for students in kindergarten, exit tickets to monitor daily learning, and summer school for students in grades kindergarten through eighth grade. The teaching staff creates weekly lesson plans together, drawing from the strengths of each person in the grade level. Teachers create and teach small groups students based on the most recent testing data.

4. School leaders and staff work collaboratively to meet the needs of every learner at the school. For example, the school has a physical replication of a small house and students with special needs use the structure to learn life skills. The structure has an environment with a kitchen and is utilized by students to learn independent living skills such as cooking, baking, meal prepping, and selling goods which includes exchanging money. Students participating in this application of real-life learning bring a coffee cart around the hallways and deliver coffee requests to staff. Another example of school staff working to meet the needs of each student was highlighted during the staff focus group. A parent of a child learning to speak English commented, "My girls speak Spanish. When they first started kindergarten, they only spoke Spanish because we were trying to teach them Spanish first. The staff was very kind and taught English to my daughters when they attended kindergarten and each year after that. Now my daughters are fluent in both English and Spanish. The staff at Oasis knew it was very important to our family that my girls didn't lose their native language as they learned to speak English." A final example of Oasis success with the concept of "meeting the needs of all is reflected in the most recent high school graduation numbers. The most recent high school graduation numbers from 20-21 were 100%. This year, the class of 2022 high school seniors is expected to repeat graduation rate at 100%. Of these 38 seniors, 67% will be obtaining an Associates Degree upon their High School graduation.

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. School leaders shared there has been more than normal staff turnover this year at Oasis Academy. Leaders were clear that they attribute this increase to lifestyle changes of staff such as retirements or staff moving out of the area away. School leaders have been proactive with filling open staff positions very quickly for the upcoming 22-23 school year.
2. Students' mental well-being after being isolated from teachers and peers through distance learning due to COVID has been a challenge for staff, school leaders, families, and the students themselves. Upon the return to school some students displayed disruptive behavior or had trouble fitting in socially due to the pandemic. This created a need for staff to have several social-emotional supports ready and in place for students. The staff has been challenged with helping students to increase self-awareness within students as well support students in the area of self-regulation.
3. The distance learning time during the COVID pandemic created a loss of learning for some students. For example, Oasis students currently in second grade lost time in the classroom for early educational experiences. This has in some cases, accelerated achievement gaps.

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.

1. The SPCSA recommend Oasis Academy continue to attract and enroll a more diverse student population. An improvement in the numbers of the Free and Reduced Lunch and English Language Learners as compared to the SPCSA statewide average is recommended. Continued and intentional dedicated efforts by the board and staff to enroll increasing numbers of student special populations is recommended. SPCSA staff can be available to meet with members of the Oasis leadership team and board if helpful to discuss specific next steps.
2. SPCSA staff recommend Oasis Academy consider enrolling in the Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned there were several challenges resulting from the COVID-19 pandemic. These include training for staff and SEL Social Emotional Learning support, (SEL). The MTSS opportunities, through the SPCSA, have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges.
3. It is recommended the Oasis staff and school leaders consider ways to increase levels of celebrating all cultures of all people in the community. While some family members expressed a satisfaction with this, others suggested a more intentional approach. Some family members said they overwhelmingly feel welcome, however they were disappointed in the school's lack of planning and celebrating all cultures. Oasis may consider specific efforts to add to curriculum in need of additional historical figures from different cultures, and it may mean the school staff add events outside of the curriculum which will celebrate and include all families and students at the school.

DEFICIENCIES

There were no deficiencies identified for Oasis Academy during this site evaluation.

Appendix D

Oasis Academy

Address: 920 W. Williams Street, Suite 100, Fallon, NV 89406

Website: <http://www.oasisacademyfallon.us/>

Enrollment: 639

Grades Served: K-12

2019-20

2018-19

In Good Standing

N/A

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

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

Appendix E



2020-21 Fiscal Year: Financial Performance Framework

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

Oasis Academy

Address: 920 W. Williams Street, Suite 100, Fallon, NV 89406
Website: <http://www.oasisacademyfallon.us/>
Enrollment: 694
Grades Served: K-12

2020-21

Meets the Standard

2019-20

Meets the Standard

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

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

Appendix F

Oasis Academy

Address: 920 W. Williams Street, Suite 100, Fallon, NV 89406

Website: <http://www.oasisacademyfallon.us/>

Enrollment: 639

Grades Served: k-12

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

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

1. EDUCATION PROGRAM

20 out of 20

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

2. FINANCIAL MANAGEMENT

20 out of 20

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

3. GOVERNANCE & REPORTING

20 out of 20

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

4. STUDENTS & EMPLOYEES

20 out of 20

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

5. SCHOOL ENVIRONMENT

20 out of 20

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

Appendix G



2020-21 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.

Oasis Academy

Address: 920 W. Williams Street, Suite 100, Fallon, NV 89406

Website: <http://www.oasisacademyfallon.us/>

Enrollment: 694

Grades Served: K-12

2020-21



2019-20



SCORING TABLE

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

1. EDUCATION PROGRAM

20 out of 20

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

2. FINANCIAL MANAGEMENT

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

3. GOVERNANCE & REPORTING

20 out of 20

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

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

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20 out of 20

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