



Nevada State Public Charter School Authority

Site Evaluation Report: Oasis Academy Evaluation Date: 1/17/2024

State Public Charter School Authority
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Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	8
Classroom Observation Totals	12
Organizational Performance.....	16
Site Evaluation Findings	19

Appendices

A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

<https://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 1/17/24 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.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information from students, parents, staff, school leaders, and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Oasis is located in Fallon, Nevada in a facility at 920 W. Williams Street, Suite 100. The school serves 1,052 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of Oasis Academy is: "Improving Lives Through Opportunity."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Oasis Academy

School Level: Elementary School
Grade: KG-12
Level:
District: State Public Charter School Authority
School: 920 West Williams Avenue,
Address: Ste 100
Fallon, NV 89406

School Year 2022-2023 Nevada School Rating



73.0
Total Index Score

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



Student Race/Ethnicity
62.5% White
1.3% Black Am
18.8% Hisp/Latino
1.1% Asian
2.0% Am Ind/Alk
0.0% Nat
10.0% Pac Isl
0.0% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	75.0 NR
2020-2021	86.0 ★★★★★

Additional Student Groups



Middle School

Oasis Academy

School Level: Middle School
Grade: KG-12
Level:
District: State Public Charter School Authority
School: 920 West Williams Avenue,
Address: Ste 100
Fallon, NV 89406

School Year 2022-2023 Nevada School Rating



86.6
Total Index Score

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



Student Race/Ethnicity
73.6% White
1.3% Black Am
11.1% Hisp/Latino
3.4% Asian
1.3% Am Ind/Alk
0.0% Nat
6.9% Pac Isl
0.0% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	81.6 NR
2020-2021	97.7 ★★★★★

Additional Student Groups



High School

Oasis Academy

School Level: High School
Grade: KG-12
Level:
District: State Public Charter School Authority
School: 920 West Williams Avenue,
Address: Ste 100
Fallon, NV 89406

School Year 2022-2023 Nevada School Rating



92.7
Total Index Score

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



Student Race/Ethnicity
56.5% White
0.6% Black Am
31.0% Hisp/Latino
4.3% Asian
0.6% Am Ind/Alk
0.0% Nat
0.6% Pac Isl
6.2% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	95.0 NR
2020-2021	96.6 ★★★★★

Additional Student Groups



Math and ELA Results

Nevada School Performance Framework

2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	55.9	52.0	53.5	57.4	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	42.1	42.2	45.5	48.3	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	75.0	57.8	59.6	52.6	55.6	57.5
White/Caucasian	57.9	63.7	63.3	63.1	60.7	61.3
Special Education	11.1	29.1	35.5	13.6	26.3	32.1
English Learners Current + Former	30.0	38.1	42	25.0	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	44.1	39.0	44.9	45.6	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.1	54.6	61.2	60.2	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	50.0	45.9	53.2	61.2	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	75.0	60.7	67.9	63.1	61.5	66.2
White/Caucasian	62.0	64.4	70.6	59.8	65.5	69
Special Education	14.2	27.4	36.8	13.6	25.5	33.5
English Learners Current + Former	30.0	37.6	47.2	50.0	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	54.5	42.0	51.9	54.5	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	52.1	38.5	42.7	59.8	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	31.2	28.3	36.2	38.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	40.0	44.5	46.4	-	41.8	43.6
White/Caucasian	58.3	51.4	52.3	65.0	48.1	49.8
Special Education	5.8	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	36.1	24.9	36.1	36.6	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	65.2	53.4	58.6	72.9	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	50.0	44.8	50.5	66.6	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	50.0	60.0	65	-	64.6	63.2
White/Caucasian	69.1	64.0	69.6	75.0	67.2	68
Special Education	29.4	17.4	29.6	18.7	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	41.6	40.8	49.8	60.0	45.9	47.1

High School

Math Proficient		Math Proficient Points Earned: 7/10					
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP	
All Students	35.5	25.7	39.38	45.7	25.2	36.19	
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96	
Asian	-	50.2	55.12	-	55.1	52.76	
Black/African American	-	11.0	26.37	-	10.2	22.5	
Hispanic/Latino	9.0	16.0	30.44	38.4	14.2	26.78	
Pacific Islander	-	28.0	36.16	-	23.0	32.8	
Two or More Races	-	35.5	43.1	-	31.9	40.11	
White/Caucasian	46.6	33.6	49.68	44.4	33.8	47.04	
Special Education	-	6.2	20.93	-	6.6	16.76	
English Learners Current + Former	-	<5	22.86	-	<5	18.8	
English Learners Current	-	<5	20.23	-	<5	16.04	
Economically Disadvantaged	10.0	14.5	31.41	-	14.6	27.8	

ELA Proficient		ELA Proficient Points Earned: 10/10					
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP	
All Students	68.8	54.0	53.55	68.5	54.3	51.11	
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92	
Asian	-	75.2	68.51	-	78.7	66.85	
Black/African American	-	34.6	38.08	-	40.6	34.82	
Hispanic/Latino	63.6	43.8	42.69	69.2	42.3	39.67	
Pacific Islander	-	56.1	53.74	-	35.8	51.31	
Two or More Races	-	65.5	62.16	-	60.5	60.16	
White/Caucasian	70.0	64.6	65.93	66.6	65.7	64.14	
Special Education	-	19.2	23.93	-	16.5	19.92	
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64	
English Learners Current	-	6.0	20.18	-	9.2	15.98	
Economically Disadvantaged	70.0	41.8	43.73	-	43.4	40.77	

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 57.3 between school (73 points) and comparison district (15.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 57.3 between school (73 points) and comparison school (15.7 points).

Middle School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 73.6 between school (86.6 points) and comparison district (13 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 73.6 between school (86.6 points) and comparison school (13 points).

High School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 29.8 between school (89.4 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 32.4 between school (89.4 points) and comparison school (57 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

7/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of 23.0 to 40% compared to district GrK-5 FRL rate of 15.2%.

1/5 School IEP rate of 12 to 15% compared to district GrK-5 IEP rate of 5%.

4/5 School EL rate of 2.0 to 10% compared to district GrK-5 EL rate of 7.7%.

Middle School

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

9/15 Indicator bonus points for FRL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of 20 to 30% compared to district Gr-8 FRL rate of 15.0%.

3/5 School IEP rate of 10 to 15% compared to district Gr-8 IEP rate of 16.5%.

4/5 School EL rate of 5% compared to district Gr-8 EL rate of 3.2%.

High School

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

8/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of 20 to 30% compared to district Gr-12 FRL rate of 15.2%.

5/5 School IEP rate of 10 to 15% compared to district Gr-12 IEP rate of 10.4%.

2/5 School EL rate of 5% compared to district Gr-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	10	45 minutes
Students	10	45 minutes
School Leadership	2	45 minutes
Staff	10	45 minutes

Governing Board¹:

- The board at Oasis Academy meets monthly, except during the summer months, and maintains three committees: finance, academic, and governance, with three board members serving on each committee. Each board member brings diverse expertise, including backgrounds in education, law, architecture, speech-language pathology, agriculture, and public relations. The board stays informed about academics through a monthly Academic Excellence Committee, where updates are provided by the executive director, and presentations are made by state experts and third parties.
- In response to recommendations to increase diversity among student populations, Oasis Academy has implemented various strategies, such as marketing initiatives on social media and participated in community outreach events. The school also plans to enhance its curriculum to include more cultural awareness and celebrate diverse backgrounds through events like Las Posadas Night and Black History Month activities. Additionally, efforts are made to support military families and provide opportunities for students to showcase their cultural heritage.
- The board monitors the school's success in welcoming all students and their families by ensuring a positive school culture, competitive salaries for staff, and effective communication channels. According to the board, areas for improvement include enhancing communication with teachers and expanding outdoor facilities and STEM² resources. The board is also working on facility-related issues, such as negotiating leases with current tenants to accommodate school expansion plans. Additionally, the board is focused on selecting a new Executive Director and K-8 principal through a rigorous and transparent process and aims to prioritize academic initiatives and community involvement in its future projects.

Parents/Families:

- During the focus group with families and parents at Oasis Academy, participants shared mixed feedback regarding the school's ability to provide high-quality instruction. While some expressed satisfaction with the staff's dedication to students and the supportive learning environment created, others raised concerns about teacher turnover and

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

² STEM stands for Science, Technology, Engineering, and Mathematics. It refers to an interdisciplinary approach to education that integrates these four disciplines into a cohesive learning paradigm. This approach emphasizes hands-on learning, problem-solving, critical thinking, and collaboration to address real-world challenges and prepare students for careers in STEM fields.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

consistency in instructional quality, particularly for students with special needs. However, many parents praised the school's efforts to intervene and provide additional support when needed, such as offering interventions for students who may not qualify for Individualized Education Plans (IEPs). Overall, there was a sense of appreciation from families for the relationships built between staff and students, as well as the school's responsiveness to individual student needs.

- Regarding communication with families, participants highlighted various methods used by the school to keep them informed about events and their child's progress. These methods included texts, emails, phone calls, and regular updates from teachers on what students would be learning. While some families expressed satisfaction with the current communication channels, others suggested a desire for more detailed information about their child's academic progress or additional avenues for involvement in their child's education. Nonetheless, there was acknowledgment that the school's efforts to keep families informed contributed to a positive overall experience.
- Participants also discussed the impact of the school's growth on various aspects of the educational experience. While growth was seen as providing more opportunities for students to attend the school and increasing diversity, concerns were raised about the need for expanded facilities, such as a larger playground, to accommodate the growing student population. Additionally, some participants emphasized the importance of maintaining the school's culture amidst growth and leadership transitions. Suggestions for improvement included enhancing transportation options and ensuring cultural inclusivity in school events and curriculum, particularly during observances like Black History Month. Overall, families expressed a desire for continued growth and improvement while maintaining the school's supportive and inclusive environment.

Students:

- During the focus group with students at Oasis Academy, participants expressed appreciation for various aspects of attending the school. They highlighted opportunities to take college-level and high school classes, small class sizes allowing for personalized support and feeling respected and safe within the school environment. Students also valued the one-on-one attention they received from teachers and the sense of respect and equality fostered in the classroom.
- When asked about recent learning experiences, students shared a diverse range of topics they had encountered, including science fiction, Greek philosophers, algebraic expressions, historical events like Westward Expansion and the Roaring 20s, DNA, and welding. This reflects the broad and engaging curriculum offered at Oasis Academy, covering various subjects and interests. Students appreciated the challenging nature of their coursework, noting that it pushed them to excel while still providing appropriate support when needed.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- In terms of behavior expectations and student voice, participants discussed the importance of classroom participation, opportunities for discussion and sharing of thoughts, and the school's emphasis on student well-being. They also highlighted community involvement initiatives such as blanket making for senior citizens and fundraising efforts. Additionally, students mentioned various extracurricular activities available at the school, including sports, clubs, and community service opportunities. Overall, students expressed satisfaction with their learning experiences at Oasis Academy and appreciated the school's efforts to gather feedback and involve them in decision-making processes.

Leadership:

- Leadership at Oasis Academy discussed possibly pursuing the Purple Star School³ designation. Leadership acknowledged the high military student population but indicated that they were not actively pursuing the designation at the moment. They highlighted challenges with military staff turnover in the past and mentioned current efforts to provide support for military families within the school community.
- Addressing the previous recommendation to attract and enroll a more diverse student population, the leadership outlined several initiatives, including marketing efforts on social media, cultural events like Las Posadas Night and Black History Month celebrations, and presentations to military families at the base. These efforts aim to increase diversity and inclusivity within the school community.
- Regarding the previous recommendation to consider enrolling in a Multi-Tiered System of Support (MTSS) opportunities, the leadership described professional development sessions conducted for staff on social-emotional learning (SEL), neuroscience, and reinforcing school expectations. Leadership emphasized the importance of building a supportive school culture through activities like morning announcements, tribe activities for team building, and teaching students to take ownership of their learning. These efforts align with the intention to provide comprehensive support to students across various needs and backgrounds.

Staff:

- During the focus group with staff members at Oasis Academy, differentiation of instruction for second language learners, low-achieving students, and those with individualized education plans (IEPs) was discussed. Teachers highlighted strategies such as grouping students based on instructional levels, providing comprehensible input with

³ A Purple Star School is a designation awarded to schools that demonstrate a commitment to supporting military-connected students and their families. These schools provide a welcoming and supportive environment for students from military families, offer resources and programs to address their unique needs, and facilitate smooth transitions during deployments and relocations. The Purple Star School designation aims to recognize and honor schools that go above and beyond to support military-connected students and create a positive educational experience for them.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

visual aids and using cognitive content dictionaries⁴ to support English language learners. Additionally, family involvement events like Latin Night were mentioned as opportunities to engage diverse communities and support student learning.

- Regarding challenges faced due to the pandemic, staff members noted issues with students lacking social skills and displaying unwanted behaviors. Effects of prolonged screen time and limited in-person interactions were observed, particularly among younger students. Challenges with conflict resolution and learned helplessness were mentioned, along with the need to promote a growth mindset and critical thinking skills among students. Staff expressed concerns about addressing these issues effectively and providing necessary support to students.
- The focus group also discussed the school's approach to mentorship and data-driven instruction. Mentoring programs for new teachers were mentioned, with experienced teachers playing a crucial role in supporting their colleagues. Staff emphasized the use of data, including test scores and formative assessments, to drive instruction and inform interventions for struggling students. Various supports, such as after-school instruction, tutoring programs, and Saturday school, were highlighted as strategies to provide additional assistance to students who are struggling academically.

⁴ Cognitive Content Dictionaries (CCDs) are specialized resources designed to support English learners (ELs) in acquiring academic language and content knowledge in English. These dictionaries focus on providing clear and concise definitions of key academic terms and concepts commonly used in various subject areas such as math, science, social studies, and language arts. Unlike traditional dictionaries, CCDs are tailored specifically to the needs of ELs by incorporating visual aids, simplified language, and contextual examples to enhance comprehension.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 17	Total: 8	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 13	Total: 8	Total: 0	Total: 0	Total: 4

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 15	Total: 9	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 15	Total: 9	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 4	Total: 16	Total: 1	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 10	Total: 10	Total: 0	Total: 0	Total: 5

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 14	Total: 8	Total: 2	Total: 0	Total: 1
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 10	Total: 13	Total: 1	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

1. In an elementary classroom, there were 21 students, a teacher, and three other adults. Students reviewed vowel sounds with high levels of participation.
2. In another classroom, there were 21 students, one teacher, and two other adults. The teacher led the students on sounds and letters, engaging them in practice activities.
3. A teacher presented a mathematical word problem in one classroom, eliciting student answers and conducting quick formative assessments.
4. Students played a math game with partners, displaying understanding and engagement, as well as using academic language during play.
5. In a middle school classroom, students worked on solving algebraic equations, sharing their thinking under the teacher's guidance.
6. The teacher discussed non-fiction and fiction genres, conducting formative assessments and encouraging student participation.
7. Students practiced multiplication and division in another class, with the teacher providing support and fostering intellectual engagement.
8. Twenty students and two teachers participated in a classroom where students listened to a story, made predictions, and practiced proper sentence structure.
9. Middle school students took turns reading a text, with the teacher facilitating discussions and small group activities.
10. Students investigated the path of light in a middle school classroom, engaging in whole-group discussions and small-group activities.
11. Upper elementary students were engaged in various activities, including device learning games and assignments, with positive reinforcement provided by the teacher.
12. Students analyzed open and closed syllables in an upper elementary classroom, with the teacher guiding the activity and calling on students to participate.
13. In a self-contained classroom, students were engaged in a text as the teacher read aloud, with co-teachers asking questions to enhance comprehension.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Evidence gathered during focus groups indicate the school is implementing the material terms of their educational program as stated in the charter. Students with an Individual Education Plan received individualized instruction.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	Members of the Oasis Academy board comply with government requirements and spoke to holding regular board meetings. Board members are comprised of people with a vast range of experience in the fields of education, law, architecture, speech-language pathology, agriculture, and public relations.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student records were observed to be housed in a safe and secure setting. Personnel files are secured in the same manner.
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>All classrooms were observed to have evacuation plans posted.</p> <p>A set of updated and tagged fire extinguishers exist throughout the school.</p> <p>The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.</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.

Prior recommendations by SPCSA staff

The SPCSA recommends 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.

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.

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 satisfaction with this, others suggested a more intentional approach. Some family members said they overwhelmingly felt welcome, however, they were disappointed in the school's lack of planning and celebrating all cultures. Oasis may consider specific efforts to add to the 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.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations

In response to the recommendation to attract and enroll a more diverse student population, Oasis Academy has intensified its marketing efforts, including running ads on social media platforms. Additionally, they have organized cultural events such as Las Posadas Night and have plans to bolster celebrations for Black History Month. Furthermore, they actively engage with military families by visiting the military base to present about Oasis Academy.

Regarding the recommendation to consider enrolling in the Multi-Tiered System of Supports (MTSS) opportunities, Oasis Academy has implemented various strategies to address challenges resulting from the COVID-19 pandemic. These include conducting SEL lessons by bringing in external experts and providing training

	<p>on nurturing teens. They have also incorporated neuroscience principles into their teaching methods and reinforced behavioral expectations through morning announcements and classroom activities.</p> <p>In response to the recommendation to increase celebrations of all cultures within the community, Oasis Academy has taken steps to promote cultural inclusivity. They have organized events such as bringing in local Native American tribes and creating a cultural cookbook featuring food from diverse backgrounds. Additionally, they are actively involved in agricultural programs to provide students with hands-on experiences from various cultural perspectives, with a long-term goal of establishing a farm on campus.</p>
SPCSA staff assessment based upon findings during site evaluation	The SPCSA site evaluation team concurs with the school's assessment of advancements noted through classroom observations and focus group records. Evidence supporting these observations is documented extensively within this report.

SITE EVALUATION FINDINGS

STRENGTHS

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

- **Consistency and Continuity in Instruction:**
Students at Oasis Academy benefit from consistent instruction in key subjects such as math and ELA, where they have the same teacher for two consecutive years. This model has been proven to foster high levels of student growth, particularly in academic achievement.
- **Dual Enrollment Opportunities:**
The high school program at Oasis Academy stands out for its dual enrollment partnership with Western Nevada College (WNC). Most high school students graduate with both an associate degree and a high school diploma, offering them a head start in their academic and professional careers.
- **Robust STEM and Arts Programs:**
Oasis Academy offers a wide array of STEM and arts programs, providing students with opportunities to engage in hands-on learning experiences. From Lego Robotics⁵ to creative writing and community service projects, students have access to diverse avenues for exploration and expression.
- **Leadership Development Initiatives:**
The school fosters leadership skills through various programs such as the Student Council, Honor Society, Future Farmers of America (FFA), and We the People⁶. These initiatives empower students to take on leadership roles and contribute positively to their school and community.
- **Effective Teaching Practices:**
SPCSA evaluators noted the high quality of teaching staff at Oasis Academy, with most instructional quality levels being rated as proficient or distinguished. The implementation of

⁵ The Lego Robotics program is an educational initiative that involves students in designing, building, and programming robots using Lego bricks and specialized components. This program typically integrates elements of STEM (Science, Technology, Engineering, and Mathematics) education and provides hands-on learning experiences that engage students in problem-solving, creativity, and collaboration. In the Lego Robotics program, students work in teams to construct robots using Lego Mindstorms kits, which include motors, sensors, and programmable bricks. They then use computer software to program their robots to perform specific tasks or navigate through challenges. Through participation in the Lego Robotics program, students develop skills in engineering, computer programming, critical thinking, and teamwork, while also gaining practical experience in robotics technology.

⁶ The "We the People" program is an educational initiative designed to promote civic education and engagement among students in schools. It is based on the principles outlined in the preamble of the United States Constitution, which begins with the phrase "We the People." The program typically involves curriculum materials, instructional resources, and activities that focus on teaching students about the Constitution, the rights and responsibilities of citizenship, the structure of government, and the democratic process. Through participation in the "We the People" program, students develop a deeper understanding of American government and democracy, as well as critical thinking, communication, and collaboration skills. The program often culminates in simulated congressional hearings or other civic events where students demonstrate their knowledge and understanding of constitutional principles and engage in discussions about current issues facing the nation.

SITE EVALUATION FINDINGS

STRENGTHS continued

strategies from Teach Like a Champion⁷, along with ongoing teacher observations and support from academic strategies specialists, contribute to the effectiveness of teaching practices.

- **Comprehensive Academic Support:**
Oasis Academy provides comprehensive academic support to meet the diverse needs of its students. This includes interventions led by math and reading specialists, as well as counseling services that include weekly meetings with students and classroom instruction on relevant topics.
- **Cultural Awareness and Community Engagement:**
The school demonstrates a strong commitment to cultural awareness and community engagement through various initiatives. From celebrating diverse cultural events like Las Posadas to involving local Native American tribes in school activities, Oasis Academy promotes inclusivity and understanding among its students.
- **Emphasis on Restorative Justice and SEL:**
Oasis Academy prioritizes restorative justice practices and social-emotional learning (SEL) throughout its campus culture. This includes hiring a Dean of Discipline, implementing mindfulness activities, and incorporating SEL curriculum in all classrooms to foster a supportive and inclusive learning environment.
- **Formative Assessment Practices:**
Teachers at Oasis Academy integrate formative assessments into their instruction to gauge students' understanding of content in real time. This proactive approach allows educators to adjust teaching strategies and provide timely support to students as needed.
- **Community Partnership and Service Initiatives:**
Oasis Academy actively engages with the community through initiatives like the school food pantry and student-led service projects. These efforts not only benefit those in need but also instill a sense of social responsibility and pride among students, fostering a strong culture of giving back.

⁷ Teach Like a Champion is a teaching framework developed by educator Doug Lemov, aimed at improving instructional techniques and classroom management strategies. It consists of a set of techniques and principles designed to help teachers create a positive and effective learning environment. The Teach Like a Champion approach emphasizes specific strategies for engaging students, maintaining high expectations, managing classroom behavior, and promoting academic success. Teachers using this framework often incorporate techniques such as cold calling, positive framing, wait time, and specific praise to enhance student engagement and achievement. Overall, Teach Like a Champion provides educators with practical tools and strategies to enhance their teaching practices and support student learning.

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.

- **Substitute Teacher Shortage:**
Oasis Academy faces challenges in providing substitute coverage due to a shortage of available substitute teachers. This shortage can disrupt normal classroom activities and instructional continuity when regular teachers are absent.
- **Leadership Transition:**
The school is in a period of transition as it seeks to fill key leadership positions, including the roles of Executive Director and K-8 principal. The departure of the previous school leader, who served in both capacities, necessitates the recruitment of new leadership personnel. Building the capacity of the new leadership team to effectively manage school operations is an ongoing focus for the institution.
- **Facility Renovation and Expansion:**
Oasis Academy grapples with the need to renovate existing buildings and premises to accommodate the school's growth. As student enrollment increases, there is a pressing need to expand and improve facilities to ensure adequate space and resources for teaching and learning. Addressing facility challenges is crucial for the school's continued development and success.

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.

- **Active Executive Director Search:**
SPCSA recommends that the Oasis Governing Board remain actively engaged in the search for an Executive Director. It is advised to expedite the process of filling this position to ensure continuity in the school's day-to-day operations and leadership stability.
- **Diversity Enhancement:**
To promote inclusivity and diversity, Oasis Academy is encouraged to continue efforts to attract and enroll a more diverse student population. Embracing diversity not only enriches the school community but also fosters a more inclusive and welcoming environment for all students.
- **Facility Renovations and Playground Expansion:**
Addressing facility needs, particularly the renovation of existing buildings and premises, is vital to accommodate the school's growth. Family and student focus group feedback underscored the importance of enhancing the playground structure to meet the increasing student population's needs. Therefore, it is recommended that Oasis Academy prioritize renovations and expansion efforts to create adequate and safe recreational spaces for students.

SITE EVALUATION FINDINGS

RECOMMENDATIONS continued

- **Purple Star School Designation:**

Given the significant military student population at Oasis Academy, consideration should be given to pursuing designation as a Purple Star School. This designation recognizes schools that demonstrate a commitment to supporting military-connected students and their families, thereby enhancing the overall school climate and support services for these students. Pursuing this designation can further strengthen Oasis Academy's support network for military families and contribute to a more inclusive school environment.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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