

Hope Chinese Charter School Annual Evaluation Beaverton School District October 18, 2016



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*School Board Goal: **WE** empower all students to achieve post-high school success.*

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Evaluation Overview

Purpose

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter; or
5. Maintain financial stability.

Design

By examining a variety of data, this charter school evaluation is designed to assess four key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

Highlights of Findings

Indicator	Key Question and Findings
1	<p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 4 students is 50% in each language. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning, however levels of student engagement varied across classrooms and observations.
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. The average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the Smarter Balanced assessments in English Language Arts and mathematics, thereby meeting the student achievement requirement under the school's Charter. The differences in performance narrow greatly when only non-poverty students are compared. The median growth percentiles for HCCS 4th graders is significantly above both the state (50th percentile) and 4th graders in BSD two-way immersion programs in both ELA and Math.
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of "highly qualified". English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. 89% of parents believe the school is doing a good job preparing their child for the next school year.
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2016-17 budget has been provided to the District. Net income for the fourth year of operation was \$40,860, less than 3% of total income for the year. After the fourth year of operation, Hope Chinese's ending fund balance is \$760,619 or 40% of the expenditures budgeted for 2016-17. The return rate for students enrolled at the end of the 2015-16 school year was 93% down from 96% the prior year.

Indicator	Key Question and Findings
1	<p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> • Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 4 students is 50% in each language. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning, however levels of student engagement varied across classrooms and observations.

Charter Requirements

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% in English;

5.1.3 In third, fourth and fifth grades, 50% of daily instruction will be in Chinese and 50% in English;

5.1.5 Differentiated instruction in all classes;

5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;

5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use; and

School Mission

To provide a comprehensive bilingual and bi-literate education that nurtures students to be highly proficient in all academic subjects, but with a special emphasis on Mandarin Chinese, English and mathematics. By doing so, HCCS will prepare students to become highly skilled, caring world citizens who will lead innovation and collaboration in the global marketplace.

Site Visit

The prescribed site visit was conducted by two Teaching and Learning staff on March 8 and 15, 2016. During the visit, all teachers of Chinese language arts, English language arts, and math instruction in grades kindergarten through 4 were observed.

Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades K - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grades 3 - 4 students is 50% in each language.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for those who need it.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. The vast majority of students observed were engaged in classroom tasks during observed instruction, however engagement levels varied across classrooms and observations. A variety of methods were used to engage students -- random calling, cold calling, choral reading, individual and full class responses, and turn and talk.
- During the course of the visit, students were asked to recall information, support opinions with evidence, develop conceptual understanding of math concepts, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- Immersion techniques observed during the site visit included frequent use of comprehension checks, use of physical gestures and prompts, and effective teacher talk (clear and accurate use of language, repeating as needed, etc.)
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

Math

- Compare sets of groups of objects to tell more, less, or equal to
- Solve problems using dollars and cents
- Recognize and generate equivalent similar fractions using a visual model
- Draw and identify points, lines, line segments and rays

ELA

- Evaluating and writing summaries
- Writing informative texts
- Engaging in reading and answer questions about details in text

Social Studies

- Use timelines to evaluate patterns of changes over time

Language Development

- Construct meaning from and create clear and coherent grade-appropriate speech
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses
- Determine the meaning of words and phrases in oral presentations and literary and informational text

- Instructional materials used during the 2015-16 school year included *Singapore Math*, *Lucy Calkin's Units of Study* for writing, *Better Chinese* and *Happy Chinese* for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> • Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. • The average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the Smarter Balanced assessments in English Language Arts and mathematics, thereby meeting the student achievement requirement under the school's Charter. The differences in performance narrow greatly when only non-poverty students are compared. • The median growth percentiles for HCCS 4th graders is significantly above both the state (50th percentile) and 4th graders in BSD two-way immersion programs in both ELA and Math.

Charter Requirements

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment;

5.6.3 Administering to each kindergarten, first-, and second -grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) and/or the Early Language Listening and Oral Proficiency Assessment (ELLOPA) or such other assessment as may be approved in writing by the District;

5.6.4 Administering to each third-, fourth-, fifth-and sixth- grade student in the spring of each school year, the Chinese version of the National Online Early Language Learning Assessment (NOELLA); and

5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject. The Charter School will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Charter School students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District's two-way immersion programs.

Findings

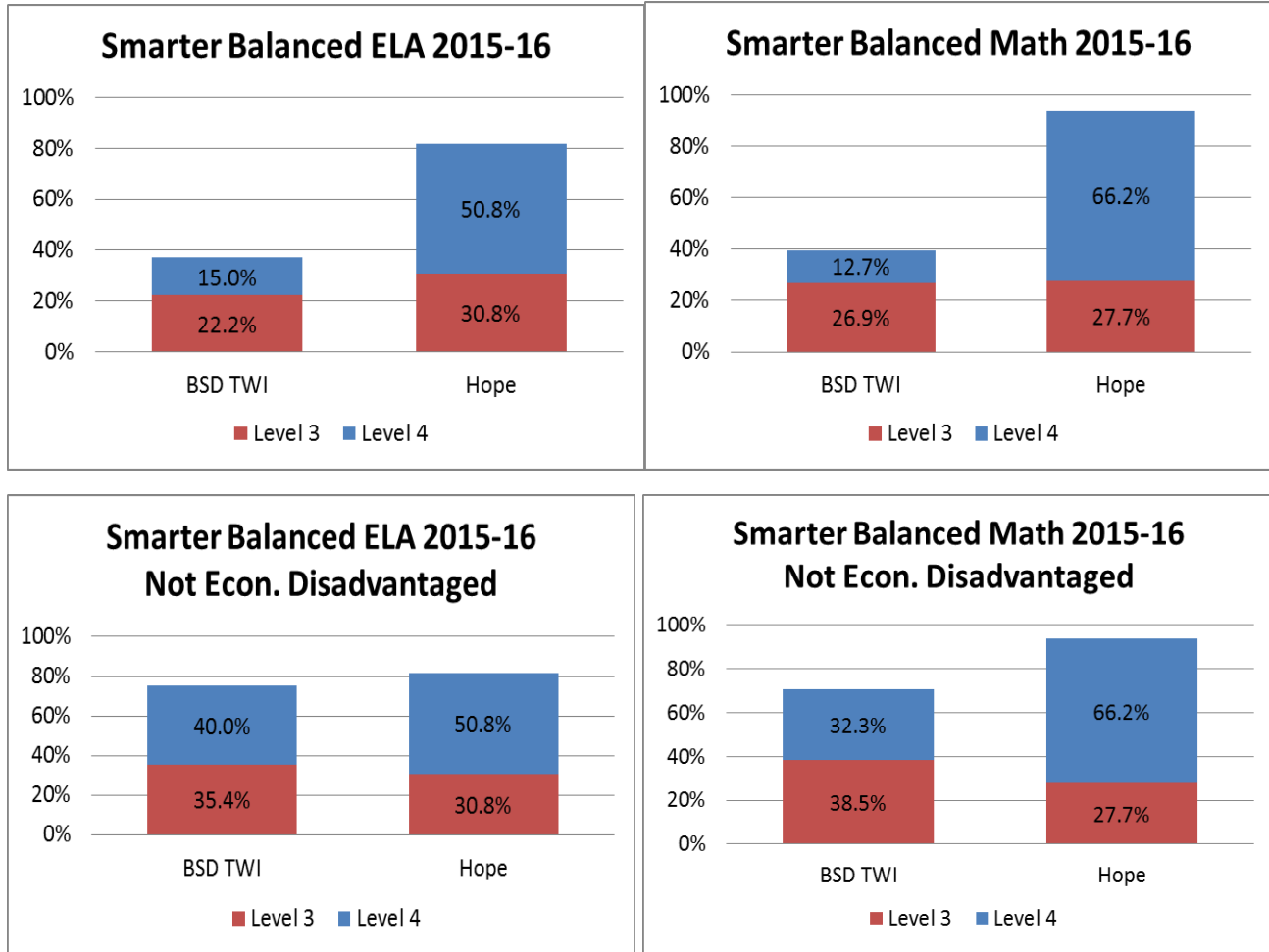
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
Chinese Language Reading and	Assesses Chinese reading fluency and	Informs teacher of characters mastered and	Beginning, middle and end of the year

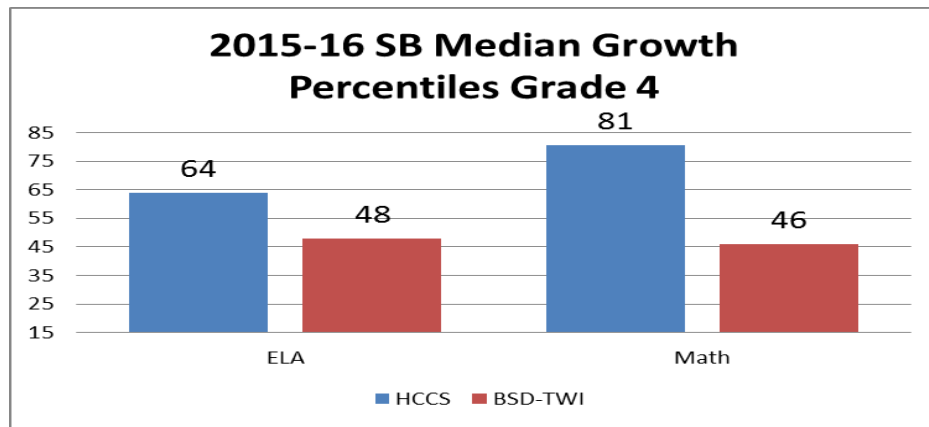
Writing Assessments	comprehension; character writing ability and understanding	tracks progress throughout the year.	
Early Language Listening and Oral Proficiency Assessment (ELLOPA) Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year	End of the year summative assessment
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in identifying students requiring additional intervention in reading	Beginning, middle and end of the year
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection; tracks progress throughout the year.	Beginning, middle and end of the year
English Writing Assessments (Lucy Calkins Units of Study)	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle and end of year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level	Bi-weekly.
Smarter Balanced English Language Arts and Math	Assesses student achievement of state standards	Measures student progress toward career- and college-readiness	End of year

- Results for this year's ELPA21 testing will not be available until November.

- The average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the Smarter Balanced assessments in English Language Arts and mathematics, thereby meeting the student achievement requirement under the school's Charter. The differences in performance narrow greatly when only students who are not economically advantaged are compared.



- The median growth percentiles for HCCS 4th graders is significantly above both the state (50th percentile) and 4th graders in BSD two-way immersion programs in both ELA and Math.



Indicator	Key Question and Findings
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”. • English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified. • Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. • Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. • In 2016, 94% of parents awarded an A or B grade to HCCS. 89% of parents believe the school is doing a good job preparing their child for the next school year.

Charter requirements

18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

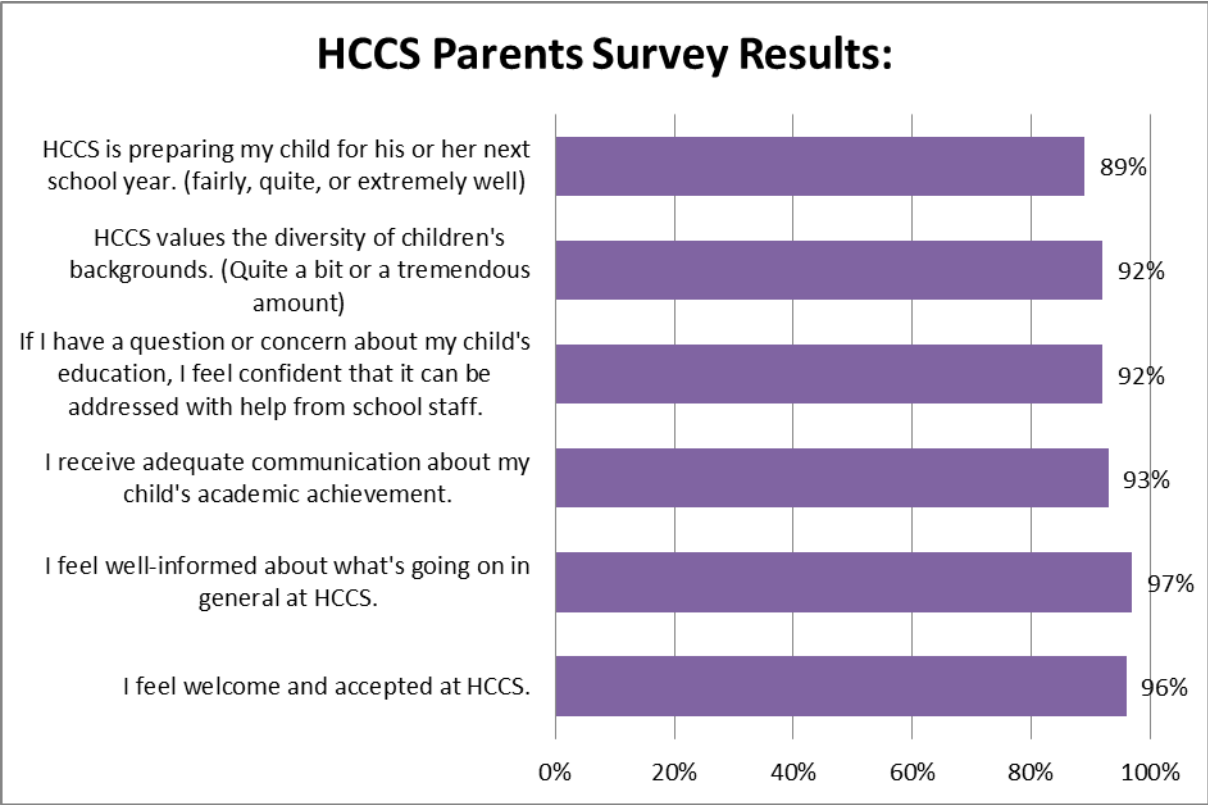
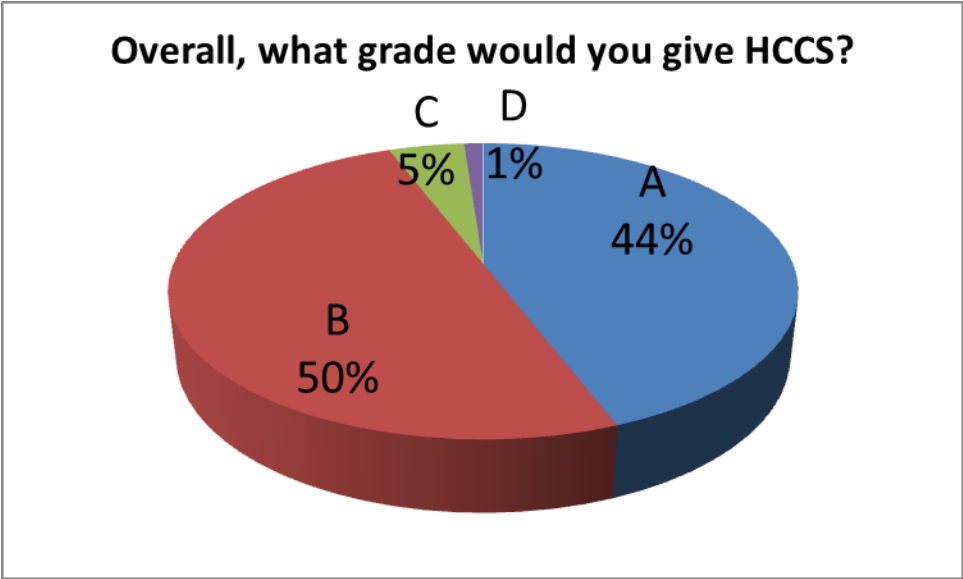
18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

18.3 Licensure. Classroom instruction will only occur in the presence of a teacher with a valid Oregon license or charter school registry.

Findings

- English Language Arts instruction is delivered by teachers who are proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2015-16, teachers participated in professional development on Chinese immersion instructional practices, Singapore math and differentiating math instruction, Daily 5, writing instruction. Teachers also participated in professional development on technology, assessment, RTI, and PBIS.
- A web-based survey of 2015-16 charter school parents was conducted by the school in the spring. A total of 89 parents participated. Parent satisfaction with the school is strong and increased from last year across all measures. 94% of parents awarded an A or B grade to

HCCS. 89% of parents believe the school is doing a good job preparing their child for the next school year.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2016-17 budget has been provided to the District. Net income for the fourth year of operation was \$40,860, less than 3% of total income for the year. After the fourth year of operation, Hope Chinese's ending fund balance is \$760,619 or 40% of the expenditures budgeted for 2016-17. The return rate for students enrolled at the end of the 2015-16 school year was 94%, down from 96% the prior year.

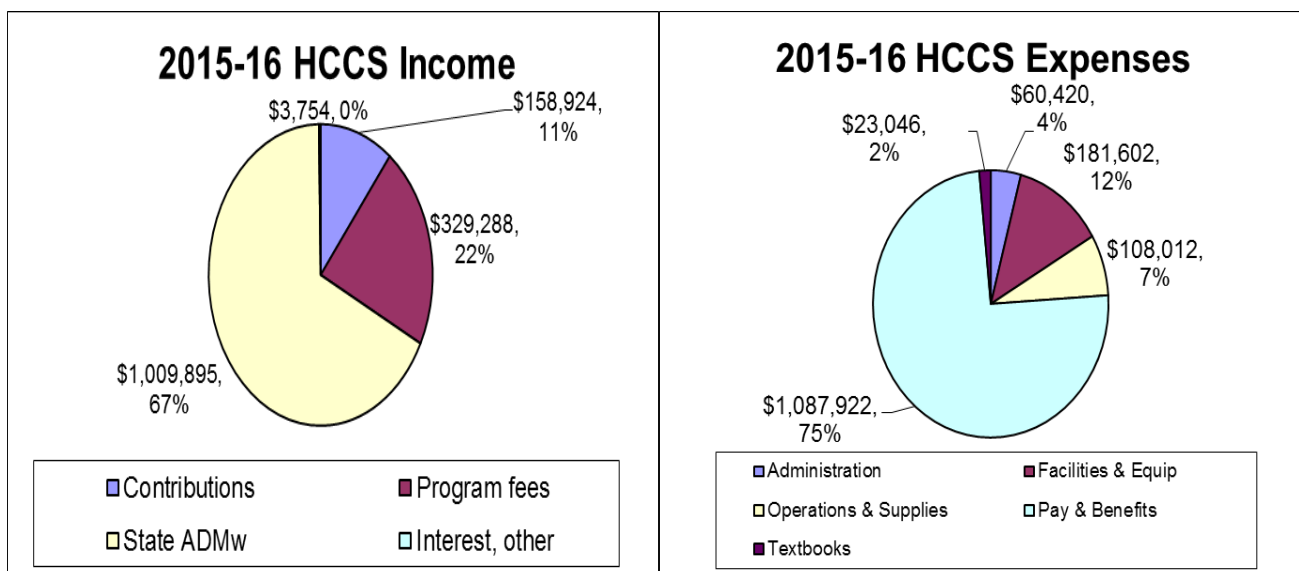
Charter Requirements

13.4 Annual Audit. HCCS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

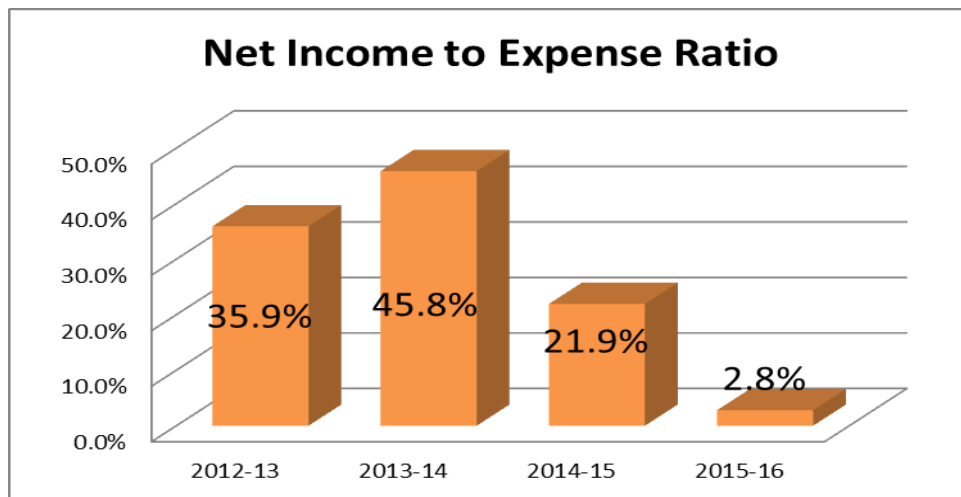
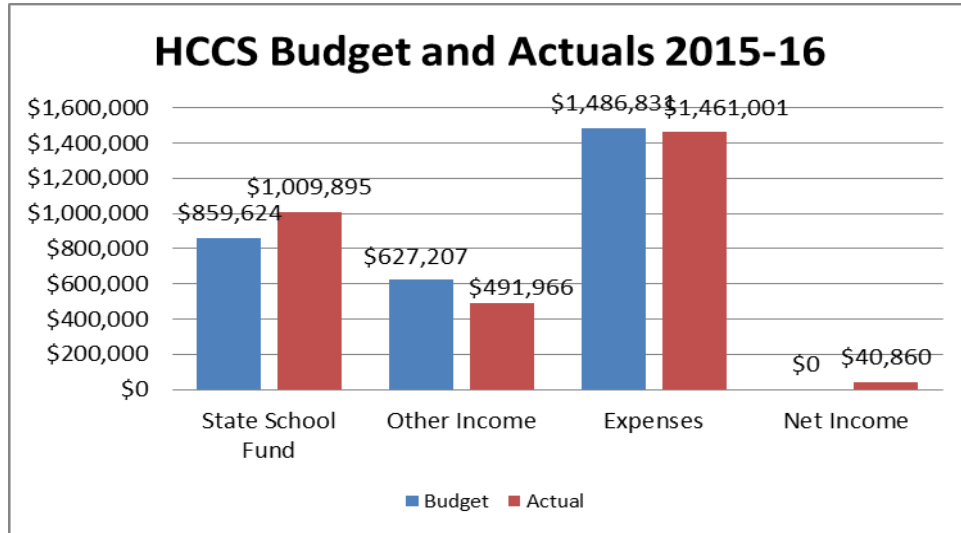
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

- The annual audit of the third year of operation was received in November 2015. The audit did not find any evidence of non-compliance with state standards with one exception: "Credit Union cash balances exceed National Credit Union Insurance Fund insurance" (p. 15).
- The 2016-17 budget has been provided to the District.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the third year of operation with net income of \$40,860 on total revenues of \$1,501,861 and \$1,461,001 total expenses. State School fund accounts for 53% of the school's income. Income and expenses are summarized in the charts below:



- Compared to the 2015-16 budget, income was higher than anticipated due to the amount of State School Fund received and expenditures were slightly below projections. As a result, HCCS had net income of \$40,860, less than 3% of total income for the year. Removing one time moving expenses associated with the school's new location would increase net income for the year to over 5%.



- After the fourth year of operation, Hope Chinese's ending fund balance is \$760,619 or 40% of the expenditures budgeted for 2016-17.
- The return rate for students enrolled at the end of the 2015-16 school year was 93%, down from 96% the prior year.

2016-17 Return Rate	Total
Active students at end of 2015-16	169
Returned to Hope Chinese	157
Not in BSD	10
In BSD School	2
Return rate	93%