



ANNUAL EVALUATION OF CHARTER SCHOOLS: Arco Iris Spanish Immersion and Hope Chinese Charter School**SITUATION**

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.

RECOMMENDATION:

(15-594) It is recommended that the Board review the submitted information.

Arco Iris Spanish Immersion School

Annual Evaluation

Beaverton School District

October 20, 2015



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School Board Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career 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 Arco Iris 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 Arco Iris, summarizing the qualifications of staff members; and (e) a description of Arco Iris'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; and
5. Maintain financial stability.
6. Maintain the health and safety of the students.

Design

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

- How well are students learning?
- How well has the school delivered its intended instructional program?
- 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.

Evaluation Design:

Arco Iris Spanish Immersion School has operated as a charter school in the Beaverton School District for five years. The school will request a charter renewal during the 2015-16 school year. To ensure the school was in compliance with provisions of the charter and with state and federal requirements for charter schools and to provide an independent review of the school prior to the charter renewal process, the Center for Student Success at Portland State University was contracted to conduct the annual site visit and produce the evaluation report. In order to evaluate student achievement consistent with terms of the charter using student achievement data from the 2014-15 school year, District staff performed the data analysis. The District data analysis which follows and the Evaluation Report conducted by the Center for Student Success comprise the Evaluation of Arco Iris Spanish Immersion School for the 2014-15 school year.

Indicator	Key Question and Findings
1	<p>How well are students learning?</p> <ul style="list-style-type: none"> • The school monitors student progress using a variety of assessments that also inform instructional decisions. • The percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their Two Way Immersion peers in the District. As in previous years, the differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared. • The median growth percentile for Smarter Balanced English Language Arts (ELA) is lower for Arco Iris students compared to their District peers in Two-Way Immersion programs, but for math, the median growth percentile is higher. This is the reverse of the results for the OAKS Reading and Math tests the prior year. • Arco Iris met the student achievement charter renewal criteria for year 2 of the current charter. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level.

Charter Requirements

5.6 Student Assessment. Arco Iris 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, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each new incoming student in the fall a research based language proficiency assessment that measures proficiency growth as outlined in the American Council for Teaching Foreign Languages (ACTFL) Proficiency Rubric and administering to all students in the spring of each school year a research based language proficiency assessment that measures proficiency growth as outlined in the ACTFL Proficiency Rubric;

5.6.2 Administering to each student each school year the Oregon Assessment of Knowledge and Skills (“OAKS”) to the extent the District requires its students to take such assessment;

5.6.3 Administering to each ELL Student each school year the English Language Proficiency Assessment.

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a grade-by-grade basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District's two-way immersion programs. Based on Arco Iris's demonstrated academic performance during the term of the initial charter agreement, notwithstanding the foregoing, the District agrees that it will not have the right to terminate this Charter for Arco Iris's failure to meet student achievement requirements for any school year so long as (a) Arco Iris met student achievement requirements for the immediately preceding school year, and (b) in at least 67 percent of the grades served by Arco Iris and required to administer State assessments on a grade-by-grade basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for

students enrolled in the District's two-way immersion programs; provided that in the event Arco Iris fails to meet or exceed district percentages for any school year pursuant to this Paragraph 5.7, Arco Iris shall develop and implement a plan of improvement to address deficiencies and to improve student achievement in areas where Arco Iris failed to meet or exceed district percentages. Arco Iris shall develop such plan within sixty (60) days of receipt of final test scores indicating such failure and shall deliver a copy of the plan to the District upon completion of the plan.

Findings

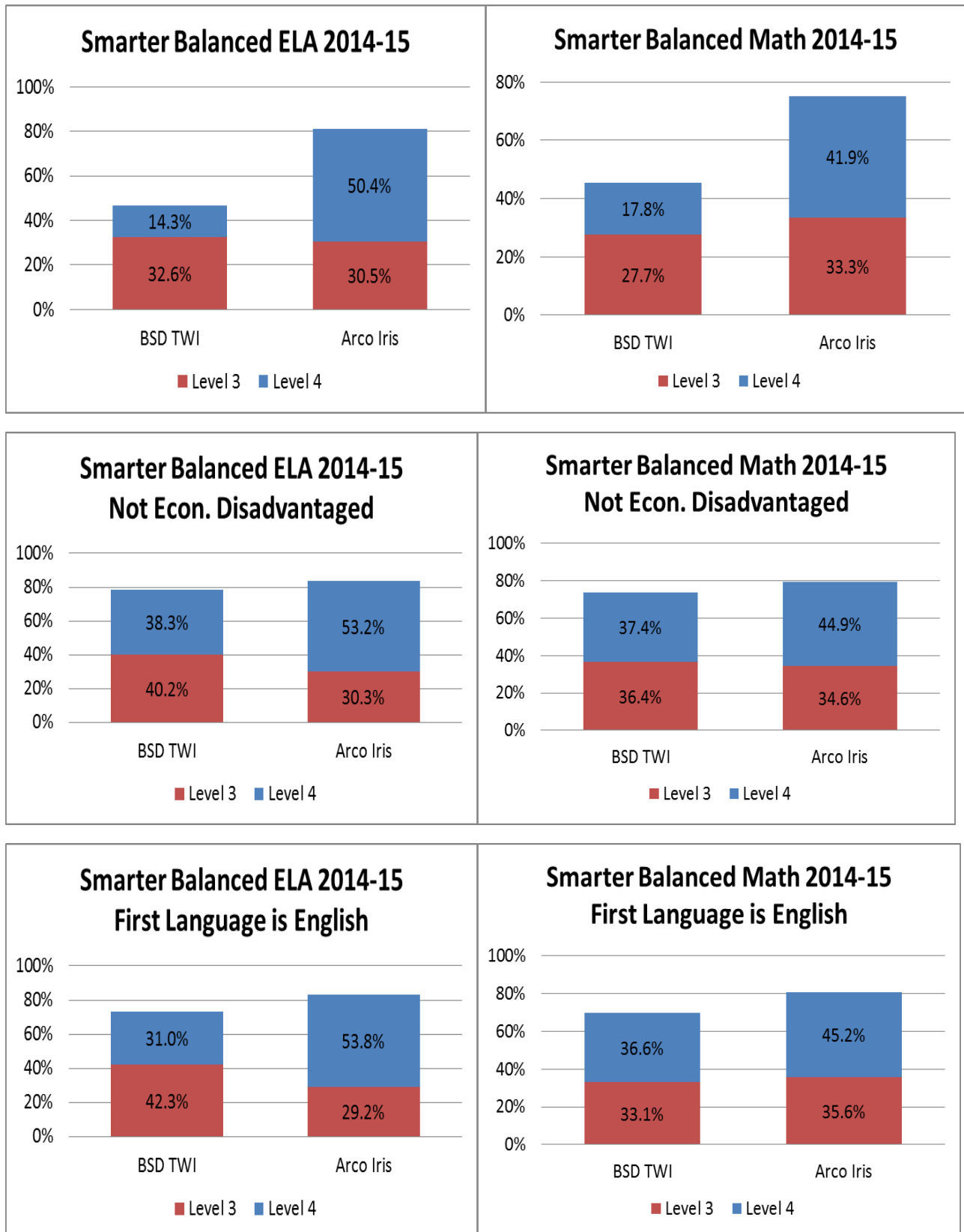
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
EDL (Evaluación del desarrollo de la lectura)	Individually administered assessment of a child's reading capabilities, performed in Spanish. Identifies student reading level, accuracy, fluency, and comprehension.	Used in the instructional decision making process when placing students in differentiated reading groups.	End of each trimester
ELPA (English Language Proficiency Assessment)	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
SOPA (student oral proficiency assessment)	Language proficiency assessment instruments designed to allow young students to demonstrate performance in oral fluency, grammar, vocabulary, and listening comprehension.	Assists in placing students in appropriately leveled Spanish reading groups. Tracks progress of Spanish proficiency.	End of each trimester
IDELS (Indicadores dinámicos del éxito en la Lectura)	Assesses the basic early literacy skills of children learning to read in Spanish. Provides information on student skills in the core components of beginning reading: including phonological awareness, the alphabetic principle, accuracy and fluency, reading connected text, vocabulary and comprehension.	Used as a progress monitoring tool to provide differentiated reading instruction.	Bi-monthly

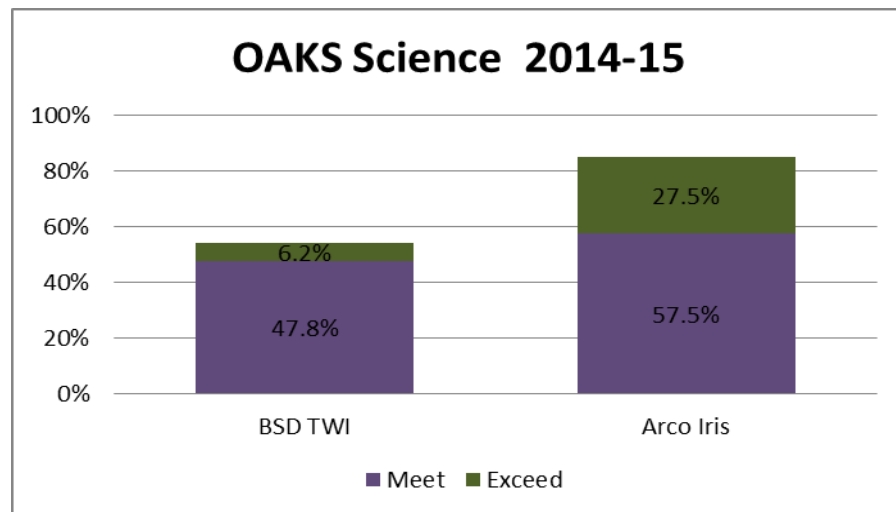
Developmental Reading Assessments (DRAs)	Assesses English reading fluency and comprehension	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning and end-of-year for all students
DIBELS	Assesses Reading fluency	Progress monitoring for students in grades 1 and 2 for students on interventions	Weekly
Easy CBM	Assesses early reading skills (grade 1) as well word fluency and comprehension (grade 2-8)	Progress monitoring and leveling for students	Beginning and end of year for all students; weekly for students on interventions
Writing Samples and Year End Assessment	Measures and assesses student's performance and growth in the writing process	Guides teaching strategies and identifies learning gaps in student's writing.	End of each trimester – beginning of year as well as end of each trimester.
Singapore Math Assessments	Assess and tracks progress in math concepts	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.
Benchmark Assessments for other subjects	Assesses and tracks ongoing content area progress of students	Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
Smarter Balanced English Language Arts and Mathematics, Oregon Assessment of Knowledge and Skills Science	Assesses students' mastery of Oregon content standards	Inform Arco Iris how our students compare to the rest of the state. Used as a baseline of student progress.	Annually.

- The State's English Language Proficiency Assessment (ELPA) was administered to all thirteen students enrolled in 2014-15 receiving or eligible for ELD services. Seven students demonstrated proficiency on the ELPA.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their Two Way Immersion peers in the District. As in previous

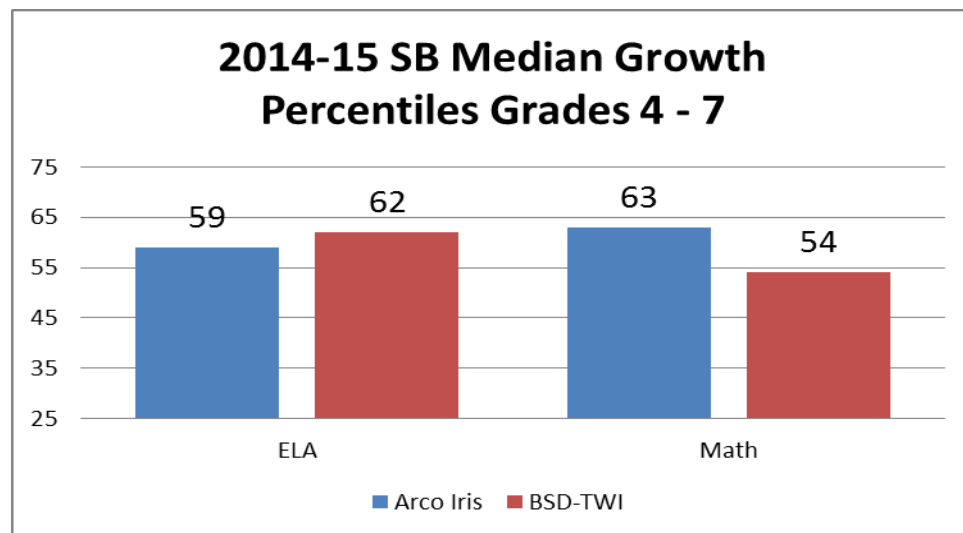
years, the differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared.



- Arco Iris 5th graders continue to outperform their Two-Way immersion peers on the OAKS Science Assessment. Comparisons at grade 8 cannot be reported without potentially compromising provisions to protect student confidentiality.



- Median growth percentiles for both Arco Iris and BSD students in TWI are above the state (50th percentile). The median growth percentile for Smarter Balanced English Language Arts (ELA) is lower for Arco Iris students compared to their District peers in Two-Way Immersion programs, but for math, the median growth percentile is higher. This is the reverse of the results for the OAKS Reading and Math tests the prior year.



- Arco Iris met the student achievement charter renewal criteria for year 2 of the current charter. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level. Due to the small number of students enrolled at grades 7 and 8, the results for these two grades were combined with grade 6 to make valid comparisons public while protecting

student confidentiality. Comparisons of OAKS Science at grade 8 can also not be reported without compromising provisions to protect student confidentiality.

Percentage of Students Meeting Standards on 2014-15 State Assessments

Math	Grade 3	Grade 4	Grade 5	Grade 6-8
BSD TWI	43%	47%	37%	60%
Arco Iris	89%	64%	65%	71%
Charter Criteria	Met	Met	Met	Met
Language Arts	Grade 3	Grade 4	Grade 5	Grade 6-8
BSD TWI	33%	48%	46%	73%
Arco Iris	80%	76%	80%	90%
Charter Criteria	Met	Met	Met	Met
Science			Grade 5	
BSD TWI			54%	
Arco Iris			85%	
Charter Criteria			Met	

Arco Iris Spanish Immersion School Charter School Evaluation Report 2015

Beaverton School District

>>> www.pdx.edu/ceed/success



Arco Iris Spanish Immersion School Charter School Evaluation Report

June 2015

Report prepared for Beaverton School District

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Arco Iris Spanish Immersion School – Charter School Evaluation Report 2015

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Evaluation Purpose

This evaluation is a third-party evaluation of the Arco Iris Spanish Immersion charter school during its 5th year of operation, 2014-2015.



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INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Beaverton School District administration to conduct an evaluation of Arco Iris Spanish Immersion Charter School for the 2014-15 school year. This report communicates the findings and recommendations of that evaluation. CSS evaluators conducted site visits to the school, reviewed multiple documents provided by the Arco Iris staff and interviewed key individuals in person, over the phone, and via email to ensure the school is: i) fulfilling the provisions of its charter with the Beaverton School District; and ii) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

During the evaluation process, four site visits were made to Arco Iris: On April 27, 2015, a CSS evaluator met at the school with the principal and one board member for initial introductions and to describe the methodology to be used in the evaluation process. The CSS evaluator conducted a second site visit on May 5, 2015 to interview the principal, registrar, and bookkeeper. On May 6, the evaluator returned to the school to observe in six classrooms: second grade math, first grade English, third grade English, middle school Spanish, fourth grade social studies and fifth grade Spanish. The CSS evaluator visited Arco Iris again on May 26, 2015 to interview three teachers and to meet with the school counselor. An interview was conducted on May 15, 2015 with the Arco Iris Board Chair to gain perspective on long-term charter school plans as well as the school's current status relative to Board governance and stability and fiscal sustainability. In addition to the site visits and interviews, there were many email exchanges and phone calls between the CSS evaluator and Arco Iris staff when the evaluator needed additional information or had clarifying questions. Staff members and board members were responsive and thorough in providing the requested information in a timely manner.

Evaluation of Arco Iris is based on the school's performance relative to: 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements designated by the Beaverton School District as a condition of charter authorization. These additional requirements are described in the Charter Agreement between Arco Iris Spanish Immersion Charter School and the Beaverton School District.

In order to conduct a comprehensive program evaluation, the Center for Student Success applied a rubric (developed by CSS) to assess Arco Iris in several key domains. The CSS rubric includes seven domains:

1. Mission-Specific Goals / Admissions & Enrollment
2. Overall Student Success
3. Longitudinal Analysis of Student Achievement
4. Federal Accountability
5. State Accountability
6. Fiscal Performance and Accountability
7. Governance

Within each of these seven domains, competencies have been identified to describe with more specificity how the charter school should address each domain. Using the descriptions provided in the rubric, the CSS evaluator assigns a rating to each competency indicating whether the school is exceeding, meeting, nearly meeting, or not meeting expectations in that competency area. The evaluator determines the rating on the basis of the review of the evidence provided by the charter school as well as from evidence collected during the interviews and site visits. The rubric (located in Appendix B of this report) was provided to Arco Iris leadership prior to the commencement of the evaluation process.

[NOTE: Per agreement between the Center for Student Success and Beaverton School District, for this evaluation the CSS will address domains 1, 2, 4, 5, 6, and 7 on the 2015 Charter School Evaluation Rubric. Beaverton School District staff will conduct an analysis of student achievement (Domain 3 on the rubric) when state assessment results are available in the Fall 2015. Within Domain 4 (Federal Accountability), CSS will evaluate competencies 4.2-4.6, leaving competency 4.1 (Student Achievement) for the BSD to assess in the Fall 2015.]

The process CSS evaluators used to conduct this evaluation included the following:

1. Preliminary meeting with the principal and a board member to review the process and discuss organizing for the collection of evidence
2. Site visit(s) to interview the principal, registrar, teachers, bookkeeper
3. Interview with the Charter School Board chair
4. Classroom visits
5. Document review and follow-up communication with school staff to clarify
6. Report preparation and finalization

This report was commissioned by the Beaverton School District administration. A draft copy of the report was provided to school and District staff prior to final publication in order to ensure the accuracy of data reported.

1.0 MISSION-SPECIFIC GOALS/ ADMISSIONS & ENROLLMENT

1.1 Goals Specific to Mission

Rating: Meeting

Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?

Evidence:

- *Interview with the principal*
- *Interview with the School Board president*
- *Charter School Agreement*
- *School website: About Arco Iris School*
- *Family Handbook*
- *Staff Handbook*
- *Classroom observations*
- *Oregon Report Cards 2012-13, 2013-14*
- *2014-15 School Improvement Plan*

The mission of Arco Iris—as stated in the Charter School Agreement—is to “offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values.” The goals specific to the mission statement are identified in the Charter School Agreement and also appear in several strategic locations on the school website: “To prepare students to attain high academic achievement in Spanish and English; build the skills and knowledge that students will need to be successful in their future algebra classes; and become bilingual, bi-literate, and multi-culturally competent leaders.” The school’s mission and goals are also included in the Family Handbook and Staff Handbook.

Arco Iris’s ratings on the Oregon Report cards for the past two years (2012-13 and 2013-14) provide evidence that the school is meeting its goal of building strong math skills to prepare students for future algebra classes. The three factors in the rating come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved groups. For the past two years, Arco Iris has been rated “Level 5” compared to all schools statewide indicating the school falls into the top 10% of schools. Additionally, for the past two years, Arco Iris has been rated “Above Average” compared to elementary schools in Oregon with similar student demographics (“Above Average” means the school falls into the top third of comparison schools.)

The School Improvement Plan provides further evidence that Arco Iris staff are committed to the school’s mission and goals. Staff are currently implementing Positive Behavior Intervention and Supports (PBIS), a research-based program that helps students take ownership of their own behaviors—a critical first step in preparing students to be responsible citizens. In addition, one of the goals of the SIP is to “involve students in positive, meaningful ways to contribute to our school in leadership roles.” Providing leadership opportunities for students at school helps build the “competent leaders” described in the school’s mission-specific goals.

Identifying Middle School Math as a focus area within the SIP is another example of Arco Iris staff demonstrating their commitment to their mission-specific goals—specifically, providing a rigorous math curriculum that is aligned to Common Core State Standards (CCSS) and prepares students for success in algebra.

During classroom visits, the CSS evaluator observed teachers using a variety of research-based immersion teaching techniques to ensure their students' success in Spanish learning acquisition including: using body language, visuals, and manipulatives to communicate meaning; drawing upon students' prior knowledge and experiences; making frequent use of comprehension checks that require students to demonstrate their understanding; establishing routines to build familiarity and allow for repetition; and reinforcing concepts with consideration for different learning styles. Teachers expected students to ask and answer questions in Spanish unless the student could not think of the Spanish word and then switched briefly to English. The teacher spoke Spanish (exclusively) throughout the lesson, rephrasing and repeating, and modeling accurate use of the language.

1.2 Student Admissions & Conditions of Enrollment

Rating: Exceeding

Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?

Evidence:

- *Interview with the principal*
- *Interview with the registrar*
- *Charter School Agreement*
- *Blog Updates on 1/9/15 and 2/5/15*
- *Information Night 1/22/15 (agenda, parent handout, PowerPoint presentations)*
- *School website: Enrollment*
- *Open Enrollment Form*
- *Enrollment Packet*
- *ORS Waiver*
- *2015-2016 Enrollment Wait List Numbers*
- *ODE website for demographic data (www.ode.state.or.us/sfda/reports/r0067Select2.asp)*

The Charter School Agreement between the Beaverton School District and Arco Iris states that the school “may not limit admission to or discriminate against any person on the basis of ethnicity, national origin, race, religion, disability, gender, creed, color, ancestry, sexual orientation, income level, proficiency in the English language, or athletic ability.” This policy is in compliance with ORS 338.125 (the statute pertaining to student enrollment for charter schools) and with ORS 659.850 (describing prohibited discrimination in education).

The Charter Agreement also requires “Arco Iris may not discourage students otherwise eligible to attend, including any students with special needs, from applying to or attending Arco Iris.” According to the registrar, the principal, and several teachers, many students enter Arco Iris with little to no experience in the Spanish language. Staff admitted that it is a challenge for some students who enter the school in later grades with no Spanish speaking experience. However, they also indicate students and families are not discouraged from enrolling at Arco Iris when they have made a thoughtful and informed decision to do so. Staff described the success some transfer students have had in the Immersion program even though they entered midway through elementary school.

In compliance with the requirements described in the Charter Agreement and in state charter school law, the school operates under an open enrollment policy using a lottery process with few exceptions. As permitted by ORS 338.125, Arco Iris may give priority in the lottery process to: “students who: (a) were enrolled in Arco Iris the previous year; or (b) have siblings currently enrolled in Arco Iris who were enrolled in Arco Iris in the prior year.” Additionally, as outlined in the Charter Agreement, “Arco Iris may give priority admission to students who are the children of the founders of Arco Iris and to students who are the children of then-current Board members and paid staff of Arco Iris, provided that such priority may only be granted pursuant to a valid waiver issued by the State Board of Education, but only for so long as the waiver is in effect.” The school applied for the waiver on April 13, 2013 and received written notification from ODE on May 15, 2013 that their request for a waiver was approved.

The open enrollment process is clearly communicated on the school website. In addition to a detailed description of the enrollment process, the website also offers a list of “Things to Consider Before Enrolling” to help parents make a well-informed decision about applying to Arco Iris. The open enrollment process is also communicated to parents via the electronic weekly update and posts on the daily blog. Parents may use the blog to ask specific questions about the application process, and they will receive a response to their questions usually within 24 hours. Prior to and during the open enrollment window, parents are invited to attend open houses and evening information sessions where they can learn more about the school program.

The school uses email to communicate with parents about the specifics of an upcoming lottery including inviting parents to attend the lottery (though attendance is not required for student to be selected), what time the lottery begins, where it will be located, and how many spaces are available at each grade level.

According to the registrar, there is a wait list for 2015-16 at every grade level except 8th grade indicating that Arco Iris exceeds its enrollment projections.

Enrollment Wait List Numbers for 2015-16 (as of 5/4/15)	
1 st Grade = 29	5 th Grade = 6
2 nd Grade = 27	6 th Grade = 8
3 rd Grade = 17	7 th Grade = 1
4 th Grade = 15	8 th Grade = 0
TOTAL = 103	

The following demographic data regarding the ethnicity of Arco Iris students for 2014-15 was retrieved from the Oregon Department of Education website. The ethnic breakdown for Arco Iris is similar to the BSD data overall, although Arco Iris's total minority population is higher than the BSD—57% compared to 49%.

Ethnicity Breakdown of Arco Iris Students for 2014-2015

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Ethnic	Unknown	Total	Total Minority
ALL	107	9	84	18	2	29	0	249	142
	43.0%	3.6%	33.7%	7.2%	0.8%	11.7%	0.0%		57.0%
Gr 1	26	0	17	4	1	5	0	53	27
	49.1%	0.0%	32.1%	7.6%	1.9%	9.4%	0.0%		50.9%
Gr 2	24	3	15	2	1	4	0	49	25
	49.0%	6.1%	30.6%	4.1%	2.0%	8.2%	0.0%		51.0%
Gr 3	23	1	10	6	0	8	0	48	25
	47.9%	2.1%	20.8%	12.5%	0.0%	16.7%	0.0%		52.1%
Gr 4	10	1	9	1	0	6	0	27	17
	37.0%	3.7%	33.3%	3.7%	0.0%	22.2%	0.0%		63.0%
Gr 5	13	2	25	4	0	5	0	49	36
	26.5%	4.1%	51.0%	8.2%	0.0%	10.2%	0.0%		73.5%
Gr 6	9	2	6	0	0	0	0	17	8
	52.9%	11.8%	35.3%	0.0%	0.0%	0.0%	0.0%		47.1%
Gr 7	1	0	0	0	0	0	0	1	0
	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%
Gr 8	1	0	2	1	0	1	0	5	4
	20.0%	0.0%	40.0%	20.0%	0.0%	20.0%	0.0%		80.0%

After a thorough analysis of the application process and the enrollment data at Arco Iris, CSS staff found no evidence of discrimination in the school's enrollment policies or procedures. Based on the evidence described above, Arco Iris earns an "exceeding" rating for following statutory and contractual guidelines for student admissions and exceeding its enrollment projections.

2.0 OVERALL STUDENT SUCCESS

2.1 Enrollment/Retention/Attendance

Rating: Exceeding

To what extent are students making academic progress as measured by enrollment/retention rates and attendance?

Evidence:

- Interview with the principal
- Interview with the registrar
- Interview with School Board president
- Enrollment reports from 2012-13, 2013-14, 2014-15 and enrollment projections for 2015-16
- Attendance data from Oregon Report Cards in 2012-13 and 2013-14
- Attendance AMO for 2013-14 on ODE website <http://www.ode.state.or.us/search/page/?id=471>

ENROLLMENT: Based on annual enrollment reports from Synergy, the BSD student information system, Arco Iris's enrollment has grown from 161 students on September 4, 2013 to 236 students as of April 28, 2015. The enrollment projection for Fall 2015 is currently at 279 students, with a wait list at every grade level except 8th grade.

RETENTION: For every grade level (except 1st grade) there were few open spaces available during the 2015-16 lottery—no spaces in grades two and six, one space each in grades three and five, and two spaces open in grade four—indicating a high retention rate at Arco Iris.

ATTENDANCE: According to Oregon Report Card data, in the prior two years (2012-13 and 2013-14) at least 94% of Arco Iris students attended school 90% or more of the days they were enrolled.

According to ODE data, in 2013-14 Arco Iris met the 92.0% Annual Measurable Objectives (AMO) for attendance for all students *and* for every subgroup that has enough students to register a rating. (NOTE: AMO for Arco Iris is based on two years of data. In the table below, the *prior attendance rate* is for 2012-13; the *current attendance rate* is for 2013-14. The *applied rate* indicates which attendance rate was used to determine whether or not the subgroup met the AMO. Subgroups use the higher of the "current" or the "combined" attendance data.)

Arco Iris: Annual Measurable Objectives (AMO) for Attendance by Subgroup for 2013-14					
Subgroup	92.0% Attendance AMO met?	Prior Year Attendance Rate	Current Year Attendance Rate	Combined Attendance from Past Two Years	Applied Rate
All Students	Met	95.6	95.7	95.7	Combined
Economically Disadvantaged	Met	95.2	95.1	95.1	Combined
English Learners	Not Rated	94.3	94.1	94.2	Combined
Students with Disabilities	Not Rated	96.1	94.1	94.9	Combined
Underserved Races/Ethnicities	Met	95.2	95.5	95.4	Current
American Indian/Alaska Native	Not Rated	*	*	*	Current
Black/African American	Not Rated	96.4	96.2	96.3	Combined
Native Hawaiian/Pacific Islander	Not Rated	*	*	*	Current
Asian	Not Rated	97.8	94.7	96.0	Combined
White	Met	95.6	96.0	95.8	Current
Hispanic/Latino	Met	95.2	95.3	95.3	Combined
Multi-Racial	Met	95.8	95.7	95.8	Combined

For continuing to increase enrollment and maintaining high levels of daily attendance for all students, the school earns a rating of “exceeding” in this competency area.

2.2 Parent Satisfaction

Rating: Meeting

To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?

Evidence:

- *Parent Survey - May 2015*
- *School Website – PTO tab*

Arco Iris contracted with Columbia University Teachers College to administer a survey to gather information on their parents' perceptions of the school's overall performance. The online survey—offered in both English and Spanish—consisted of a combination of multiple choice items and open-ended questions. One hundred fifty-two parents responded to the survey (64% of the parents at Arco Iris).

Overall, most of the parents who took the survey expressed positive views of Arco Iris. An overwhelming majority (91%) gave the school an A or B grade. Moreover, the vast number of respondents gave high marks for the academic program, school culture and teacher effectiveness. The majority of parents agreed or strongly agreed that the school sets high standards for academic success while 86% of

respondents agreed or strongly agreed that Arco Iris “meets the individual academic needs of my child.” 88% of survey respondents agreed or strongly agreed that the school “prepares my child academically for his/her next phase of schooling,” while 92% agreed or strongly agreed the school “propels student growth in Spanish language skills.”

The school website and fundraising efforts indicate an active and effective Parent Teacher Organization. Through interviews with staff and in all documentation provided, there is evidence of a strong emphasis on the partnership between the school and parents.

In the Back to School presentation, the principal highlighted the idea of a collaborative effort at Arco Iris as she described the teamwork that occurs within the school community: “Students, parents, and staff emphasizing regular communication and respect, listening and accepting different points of view.”

Another indicator of parent satisfaction is the percentage of families who send more than one of their children to the school. Thirty-two percent of the Arco Iris families have two or more children attending the school.

On the survey, parents expressed concern with the school board, especially regarding the board’s lack of transparency and communication with parents. Arco Iris leadership is encouraged to explore these concerns more fully—perhaps through focus groups or interviews—so they can be addressed.

4.0 FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS

4.2 Highly Qualified Compliance

Rating: Meeting

Do staff members teaching core academic subjects meet the requirements for "highly qualified"?

Evidence:

- *Interview with the principal*
- *Summary of teacher licenses and expiration dates*
- *Process for TSPC licensure for incoming teachers without Initial I/II licenses*
- *Letter of Intent*
- *ODE Report – Percentage of Classes Taught by Highly Qualified Teachers in 2013-14 (retrieved from ODE website: <http://www.ode.state.or.us/search/page/?=471>)*

The principal explained that except for one teacher (who is currently serving as a long-term substitute at Arco Iris), the rest of the teachers are highly qualified which indicates they have at least a bachelor’s degree, have earned state certification, and have demonstrated subject-matter competence in the area(s) they teach.

NOTE: Schools are rated as either ‘Meeting’ or ‘Not Meeting’ on this competency. Arco Iris is rated as Meeting. However, it must be noted that many Arco Iris teachers are recruited from out of state and thus are required to work through the process of obtaining an Oregon teaching license. The Arco Iris principal is to be commended for her work helping incoming teachers navigate this process.

4.3.a English Language Learners – Programs **Rating: Exceeding**
Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?

Evidence:

- *Interview with the principal*
- *Interview with the ELL lead teacher*
- *Arco Iris Spanish Immersion School English Language Learner Program Description*
- *Charter Agreement – Section 18: Staff Qualifications*

In accordance with the Charter Agreement, “all teachers providing programs specialized for ELL students [are] taught by a teacher with an English for Speakers of Other Languages (ESOL) endorsement.” Two ESOL endorsed teachers share the responsibility for delivering specialized instruction to ELL students at Arco Iris. One teacher serves the needs of ELL students in grades 1-4 while the other serves ELLs in grades 5-8.

As reported by one of the ELL teachers, Arco Iris staff use both “push in” and “pull out” models to support the academic needs of their English Language Learners. They “push in” to the regular classroom to provide assistance to ELLs during English Language Arts class and pull out ELLs for individual or small group intervention as deemed necessary according to students’ needs. ELL students are well supported by the combination of both models as they gain vocabulary, and enhance their understanding and proficient use of language forms and functions. Student progress is monitored daily in class through work samples and teacher observation. Assessments such as EasyCBM, DRA and DIBELS are used periodically to provide teachers with data regarding student growth in reading, writing, comprehension, listening, and speaking. Students who are not responding with adequate growth through the push in model are provided with additional assistance and more targeted instruction in a small group, pull out intervention.

4.3.b English Language Learners – Monitoring Progress **Rating: Meeting**
Does the charter school work to assess ELL students and monitor their progress so that English Language Learners (ELL) can succeed in the charter school program?

Evidence:

- *Interview with the principal*
- *Interview with the ELL lead teacher*
- *Interview with BSD Director for ELL Services*

- *Arco Iris Spanish Immersion School English Language Learner Program Description*
- *English Language Learners ELPA Summary Reports, 2014-15*

Arco Iris staff work closely with the BSD Director for ELL Services and with other staff from the BSD Welcome Center to ensure processes are in place to identify and support their ELL students. The school's ELL Lead Teacher described the process followed at Arco Iris for assessing ELL students and monitoring their progress: New students are identified using the Home Language Survey on the Enrollment Form (the same form and process used by all schools in the BSD). Students who identify a language other than English spoken at home are tested (using the Woodcock-Munoz assessment) at the Beaverton School District Welcome Center within two weeks of the beginning of school—or with two weeks of completion of the Home Language Survey for students entering after the beginning of school. Students scoring 4 or less on the Woodcock-Munoz assessment qualify for ESL services.

As required by federal law, ESEA Title I and Title III and the ODE, the language proficiency of all Arco Iris ELL students is assessed annually. The assessment (ELPA) has separate measures for listening, speaking, reading and writing. Upon achieving an ELPA level of 5, students may exit ESL services provided that teachers express no language acquisition concerns for the student. By law, exited students remain on Monitored Status for three years after exiting the program. The ESL teacher checks in with classroom teachers and the English Language Arts teachers at least once per grading period to make sure ELL students on Monitored Status are progressing academically and ensure their language proficiency is not limiting their ability to learn.

At Arco Iris, of the 11 ELL students assessed using ELPA in Spring 2015: seven students achieved a level 5 (they will be exited and move into Monitored Status), two students went up one level, one student went up two levels, and one student was taking ELPA for the first time.

Oregon Administrative Rule 581-021-0046 requires that the school must have “a plan for identifying students whose primary language is other than English and provides ELL students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.” The CSS evaluator found there exists evidence that Arco Iris has a plan (and implements the plan) as described in the OAR even though no written documentation of the plan was provided.

4.4 Special Education Delivery of Services

Rating: Meeting

Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?

Evidence:

- *Interview with the counselor/school psychologist*
- *Interview with teachers*
- *Arco Iris Spanish Immersion School Pre-Referral Interventions*

- *Response to Intervention Notice*
- *Intervention Tracking Sheet*
- *Daily Behavior Record*
- *7 Suggested Interventions*
- *File Review Form*
- *Behavioral Pre-Referral/Referral Checklist*
- *Parent Questionnaire*
- *Parent Contact Log*

Two Arco Iris staff members (the school counselor/psychologist and the intervention specialist) monitor the Special Education program at the school. Arco Iris follows the BSD policies, processes and timelines regarding providing special education services to students who qualify.

Arco Iris has an extensive pre-referral process that emphasizes the use of data and intervention. Teachers at the school use a variety of assessments to monitor student progress in both academics and behavior. At the beginning of the school year, if initial assessments indicate a student's skills are significantly below expectations, the teacher notifies the parent(s) that the student will be receiving additional support (interventions) in the areas of need (math, reading or behavior). Data on students who are receiving interventions is collected every six weeks, with the counselor and the principal reviewing the data to track student learning. If a student appears to be struggling any time during the year, the student will be placed on interventions delivered at least four times per week for no less than 15 minutes per day. Parents are informed of the concern and advised that their child will be receiving additional support.

The school counselor, the intervention specialist and each teacher meet regularly to analyze student data; the teacher brings data from weekly assessments for every student receiving interventions. The team analyzes the data to determine if each student is making progress to help them decide whether to continue the intervention or to try another strategy. With the support and resources provided by the counselor/psychologist and the intervention specialist, Arco Iris teachers have an array of intervention options to choose from including: behavior plans specifying targeted behaviors and incentives; social skills groups run by the counselor; individual or small group pullout support; specific online programs; and supplemental research-based materials to support students in reading and math.

After 14-16 weeks, if a student is not making progress after ongoing interventions (with at least two different strategies or programs), the counselor/psychologist works with the intervention specialist to prepare the documentation for special education consideration. The Response to Intervention (RTI) process used by Arco Iris staff is well documented.

Once a student is brought to the BSD team in the SET meeting, the responsibility for parent notification, assessments, reviewing the assessment data, setting up the meetings, and meeting all required deadlines is the responsibility of the BSD Special Education staff assigned to Arco Iris Spanish Immersion School. There is evidence that communication between the school and the BSD is frequent and ongoing.

4.5 Section 504 Services**Rating: Meeting*****To what extent are regulatory guidelines implemented for Section 504-eligible students?****Evidence:*

- *Interview with the principal*
- *Interview with the counselor/school psychologist*
- *Parent notification letter*
- *Arco Iris Section 504 Eligibility Packet*

Arco Iris is compliant with all parts of Section 504 as they apply to access to school programs. The counselor (who is also a licensed school psychologist) is responsible for coordinating and managing the plans. Documentation of a student's 504 plan—details about eligibility, the accommodations that will be in place including who is responsible and where the accommodations will occur, and notes from periodic reviews of how the student is performing with the 504 support—is included in the student's cumulative school file. Currently six Arco Iris students are supported with 504 plans.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

4.6 Free/Reduced Price Lunch**Rating: Meeting*****Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?****Evidence:*

- *School lunch program information posted on school website*
- *Application for school lunch program posted on school website*
- *Staff Training in Student Privacy Rights – Staff Handbook, Section 203*
- *2013-14 Oregon Report Card*

Arco Iris contracts with Volunteers of America to deliver meals to the school on a daily basis.

The school complies with federal guidelines for identifying eligible students for free/reduced meal support and for safeguarding student privacy regarding participation in the federal meal program. Information about the free/reduced meal program (including an application) is included in the welcome packet provided to all students at the beginning of the school year or at the time they register if they enroll during the school year. English and Spanish versions of the information are available. The same information is shared (in both English and Spanish) on the school's website. Appropriate actions are taken to ensure student/family privacy throughout the process.

According to the 2013-14 Oregon Report Card, 20% of Arco Iris students are eligible for (and participate in) the free/reduced meal program compared to 36% in the BSD overall.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

5.0 STATE ACCOUNTABILITY

5.1.a Non-Discriminatory Practices – Access to Programs

Rating: Exceeding

Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?

Evidence:

- *Charter School Agreement –Sections 4.1 and 6.8*
- *Charter School Bylaws – Article XV*
- *Family Handbook – Section 204 (Diversity Statement)*
- *Arco Iris Parent Organization (PTO) Mission Statement – Section 708 (Parent Organizations) in Family Handbook*
- *Interview with the principal*
- *Interview with teachers*
- *Copies of electronic communication between the school and parents*

The Arco Iris School Board has the legal responsibility to ensure students at the school are protected by state and federal guidelines. Policy is in place—communicated in Section 4.1 of the Charter School Agreement and in Article XV of the Charter School Bylaws—to ensure compliance with state and federal laws regarding non-discriminatory practices with respect to student access to programs. In addition, nondiscrimination standards are specified in Section 6.8 of the Charter Agreement: “Arco Iris may not limit admission or discriminate against any person on the basis of ethnicity, national origin, race, religion, disability, gender, creed, color, ancestry, sexual orientation, income level, proficiency in the English language, or athletic ability.”

In addition, Section 204 of the Family Handbook provides the Diversity Statement for the Arco Iris community recognizing “the diversity and worth of all individuals and groups,” and supporting a culture of inclusion and appreciation of differences between and among individuals and groups. Emphasis on developing community and a culture of inclusion is also evident in the PTO Mission Statement in Section 708 of the Family Handbook.

Through interviews with the principal and teachers and documented communication with families, the evidence supports that the school adheres to the policies described above.

5.1.b Non-Discriminatory Practices – Staff Hiring

Rating: Exceeding

Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?

Evidence:

- *Charter School Agreement – Section 4.1*
- *Charter School Bylaws – Article XV*

- Staff Handbook – Section 1400
- Arco Iris Job Application Form – (includes non-discrimination statement in footer)
- Interview with principal
- Interview with teachers

The Arco Iris School Board has the legal responsibility to ensure that school staff members are protected by state and federal guidelines. Policy is in place—communicated in Section 4.1 of the Charter School Agreement and in Article XV of the Charter School Bylaws—to ensure compliance with state and federal laws regarding non-discriminatory practices with respect to employees and contractors of Arco Iris.

The “Equal Employment Opportunity Policy” (included in the Staff Handbook) states that Arco Iris “makes all employment decisions without regard to age, race, color, religion, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other basis prohibited by federal, state, or local law.” It also specifies that the policy applies to “all of the terms and conditions of employment, including, but not limited to hiring, compensation, transfer, promotion, leaves of absence, benefits, and termination.”

Through interviews with the principal and Arco Iris staff there is evidence to support that the school engages in practices that align with and support the non-discriminatory policies described above for recruitment, hiring and promotion of staff.

5.2.a Curriculum - Standards

Rating: Exceeding

Does the curriculum meet state academic content standards?

Evidence:

- *Interview with the principal*
- *Interview with teachers*
- *Curriculum Maps*
- *Proposal for Grades 6-8 Math Curriculum Adoption*
- *Charter School Agreement – Section 5.1*

Section 5.1 of the Charter Agreement specifies that the educational program at Arco Iris must 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.” In addition, the Agreement requires: “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.” In conversation with the principal and the teachers, in addition to the classroom observations, there is evidence that all curricula and instruction is aligned with state standards.

Arco Iris staff members have created extensive Curriculum Maps for every grade level. The Curriculum Maps include “year-in-detail” plans that identify the focus area and the Common Core State Standards addressed within each unit.

When the CSS evaluator asked teachers what curriculum they use, the ELA teacher responded, “I don’t use anything specific. I use pieces of expeditionary learning curriculum, but not just one curriculum. The only requirement is that what we teach is aligned to CCSS.” One of the math teachers responded, “Core Focus on Math was adopted this year for the middle school level. We will start using it next year. In elementary, we use Singapore Math.” Both programs are aligned to the Common Core.

5.2.b Curriculum - Assessment

Rating: Exceeding

To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?

Evidence:

- *Interview with the principal*
- *Interview with teachers*
- *Charter School Agreement*
- *Oregon Report Cards (2012-13, 2013-14)*
- *Arco Iris Immersion School Assessments Summary document*
- *Logramos – grades 3 through 5 (piloting in 2014-15) May 2015 newsletter article*

All Arco Iris students participate in Oregon Statewide Assessments as required by ORS 329.485 and by the Charter School Agreement. According to the Oregon Report Cards, for each of the past two years more than 95% of Arco Iris students participated in the State Assessment.

In addition to the annual state assessments, Arco Iris uses a wide variety of other formative and summative assessments to regularly review student performance and to help make instructional and programmatic decisions. The Assessments Summary document provides a list of the assessments used at the school, the purpose of each assessment, how it is used, and the frequency with which it is used. The assessments include: Developmental Reading Assessments (DRA), Easy BCM for math and reading, DIBELS, writing samples and year end assessments, Singapore Math assessments, benchmark assessments, EDL (Evaluacion del desarrollo de la lectura), ELPA (English Language Proficiency Assessment), SOPA (student oral proficiency assessment), and IDELS (Indicadores dinamicos del exito en la Lectura). In addition, to support and encourage bi-literacy development among English Learners and native English speakers, Arco Iris applied and was selected to partner with ODE to assess students in grades 3-5 using the Spanish assessment, Logramos. The testing occurred in May 2015 and results will be delivered to the school during the summer 2015.

The principal, counselor/psychologist, intervention specialist, and the two ELL lead teachers work collaboratively with all teachers on staff at Arco Iris to assess students, analyze achievement data and

make informed decisions about adjustments needed in interventions, instruction or curriculum. In conversations with teachers, it was evident that using data to inform their practice is embedded in their work.

5.3 Distinctive Teaching Techniques

Rating: Exceeding

To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?

Evidence:

- *Interview with the principal*
- *Interview with teachers*
- *Classroom observations*
- *Initial Charter School Application – submitted to BSD July 2009*
- *Charter School Agreement – Section 5*
- *School Website – About Arco Iris, Frequently Asked Questions*
- *Family Handbook – 600 Academics*
- *Teacher Daily Schedules (grades 1-5) with 75% of instruction in Spanish*
- *Immersion Training – PPS Workshop*
- *Immersion Training – ACTFL Conference in San Antonio, Texas*
- *Immersion Lesson Plan*
- *Teacher Training Agenda: Immersion – 1/26/15*

In the initial Charter School Application submitted to the BSD in July 2009, the distinctive instructional practices to be used at Arco Iris are identified as “Differentiated Instruction or Differentiated Learning” and “Immersion Teaching.” As described in the application, Differentiated Instruction suggests students differ in their learning profiles and proposes that instruction should allow for those differences by allowing students choices and assigning tasks to students that are compatible with their individual profiles. In Immersion Teaching, learning in Spanish is intertwined with English by having part of the student’s day taught in Spanish and part taught in English. Classroom observations and interviews with teachers provided evidence of both distinctive instructional practices. The CSS evaluator observed evidence of instruction in Spanish and English blended during the day for students. There was also evidence of teachers assigning tasks and providing differentiated instruction to meet the diverse learning needs and learning styles of their students.

Section 5.1 of the Charter School Agreement describes the nine components of the educational program of Arco Iris: (i) all English classes are taught in English by a person proficient in the English language; (ii) in kindergarten through 5th grade, 75% of the day is taught in Spanish, 25% in English; (iii) in grades six through eight, 50% of the school day is taught in Spanish, 50% in English; (iv) differentiation occurs in all classes; (v) immersion techniques are incorporated in classes instructed in Spanish to ensure student success in Spanish learning acquisition; (vi) the curriculum is aligned to Oregon curriculum state standards; (vii) the program implemented must meet state and federal requirements; (viii) instructional

materials must align with Oregon State Standards; (ix) and there must be alignment between the educational program and the District's goal for all students to show continuous progress toward their personal learning goals.

The Family Handbook, which is posted on the school website, provides parents with an overview of instructional practices at Arco Iris.

Evidence that Arco Iris is implementing the distinctive instructional practices and critical components outlined in their Charter Agreement was observed during classroom visits, and was supported during interviews with the principal and teachers. Teachers described how they use a variety of formative assessments with students to check for understanding and to provide differentiation. Some of the formative assessments they described included: exit tickets, Quick Writes, 3-2-1 Warm-ups, writing conferences, whiteboards, pair/share, thumbs up/thumbs down, Scholastic magazine articles, and EasyCBM.

Copies of professional development opportunities—that Arco Iris teachers have participated in and that address Immersion Teaching and Differentiated Learning—provide evidence that teachers are supported as they work to improve their implementation of these distinctive instructional practices.

5.4 School Improvement Plan

Rating: Meeting

Does the charter school develop a School Improvement Plan (SIP) with measurable goals and align staff development strategies to achieve them?

Evidence:

- *Interview with the principal*
- *Interview with teachers*
- *2014-15 School Improvement Plan*
- *Off-Site Professional Development for Staff using "Train the Trainer" model*

A School Improvement Plan (SIP) has been developed and is easily accessible for staff and parents on the school's website. The SIP was developed by the principal and was shared with staff during inservice (August 2014). The first two pages of the SIP presents student achievement data in math and reading (OAKS) by grade level. The tables include achievement data for the past four years thus providing a longitudinal look at student achievement (as measured by the state assessment) at Arco Iris since 2010-11. The last column in the data table provides the goals in reading and math at each grade level for 2014-15.

The remaining sections of the SIP describe goals targeting the following areas: teacher professional development, school environment, parent communication, and middle school math. The action plan includes goal statements, timelines, specific action steps, the person responsible for each action, resources needed and indicators to monitor success for the specific action. Goals include increasing teacher collaboration to support student achievement, support and monitoring of teacher growth goals,

effective use of PBIS, involving students in meaningful leadership roles at Arco Iris, increasing communication to parents from individual teachers and from the school as a whole.

In addition to the goals described above, improving the middle school math program was identified as a goal in the SIP. In 2013-14, middle school students at Arco Iris did not meet charter criteria for achievement in math when compared to BSD middle school students in two-way immersion programs. Several steps were identified and implemented to address this concern including: hiring additional staff to assist with math instruction at the middle level, creating a committee to monitor math achievement in the middle school grades; adopting a math curriculum more closely aligned to CCSS; change in teaching staff at the middle school level, and requiring the use of planners to help inform parents when their child's school work is not turned in.

During interviews with teachers, they reported being supported with professional development opportunities both on-site at the school as well as opportunities to attend workshops and conferences at other sites. They also explained that after attending an off-site conference or workshop, teachers are expected to return to Arco Iris and share what they learned to benefit all staff. This "train the trainer" model allows the school to stretch its professional development budget and provide more learning opportunities for more teachers. Teachers reported they are extremely satisfied with the model and appreciate having so many opportunities to learn and grow in their professional practice.

5.5 Licensure of Charter School Staff

Rating: Exceeding

Is the charter school compliant with Oregon statutes regarding teacher licensure and registration and charter agreements?

Evidence:

- *Interview with the principal*
- *Summary of teacher licenses and expiration dates*
- *Process for TSPC licensure for incoming teachers without Initial I/II licenses*
- *Letter of Intent (documentation to guide new teachers through the process)*
- *"Getting an Oregon Teaching License"*
- *ODE Report – Percentage of Classes Taught by Highly Qualified Teachers in 2013-14 (retrieved from ODE website: <http://www.ode.state.or.us/search/page/?=471>)*

As previously noted in this report, other than one teacher who is serving as a long-term substitute at Arco Iris, 100% of Arco Iris teachers are Highly Qualified and are appropriately certified by Teachers Standards and Practices Commission. There are no teachers at Arco Iris with provisional or emergency teaching licenses.

5.6 Teacher Evaluation**Rating: Exceeding**

Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?

Evidence:

- *Interview with principal*
- *Interview with teachers*
- *School Improvement Plan*
- *PowerPoint presentation during teacher inservice – Setting Student Learning Goals, August 2014*
- *Teacher data from formal observations*
- *Teacher data from informal drop-in observations*
- *Sample teacher evaluation 2014-2015*

Teachers at Arco Iris are not school district employees so the requirements of SB 290 do not apply, but maintaining high levels of teacher performance is a focus area for the school. One indicator of the value the school places on high quality teaching is evidenced in that teachers' professional development is identified as one of the target areas of the School Improvement Plan.

During August inservice the principal shared information with staff about Educator Effectiveness through a PowerPoint presentation. The learning targets for the presentation included: (i) teachers will gain an overall understanding of how to write a student learning goal; (ii) teachers will summarize how student learning goals will be scored; and (iii) teachers will clearly articulate the type(s) of data needed to write goal(s).

During interviews with teachers they described the evaluation process for staff: setting student growth goals and professional growth goals with the principal early in the school year, drop-in evaluations by the principal throughout the year, and formal observations again with the principal that include pre- and post-observation conferences. In addition, teachers reported having a mid-year meeting with the principal to discuss progress on their goals. The principal provides feedback to teachers following both informal and formal observations. For the informal drop-in visits, she uses a "Common Walkthrough Tool," a checklist that provides a quick snapshot of what she observes in the classroom with a focus on curriculum, instruction, the learner, and the learning environment. During formal observations the principal focuses on the 5D+ Teacher Evaluation Indicators (from the Center for Educational Leadership's 5D+ Framework). The principal uses a template to provide feedback to the teacher on what she observed during the formal observation. The template includes a list of the indicators at the bottom of the form making it easier for the evaluator *and* the teacher to stay focused on the standards and to identify when evidence of the standard is observed in the classroom.

5.7 Screening and Hiring Practices**Rating: Meeting**

Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?

Evidence:

- *Charter School Agreement – Sections 4.1 and 10.4*
- *Interview with the principal*
- *Information about screening requirements for Volunteers posted on school website*
- *Sample background check on an individual*
- *List of volunteers cleared through background checks*

The Charter School Agreement (Sections 4.1 and 10.4) provides policies to ensure Arco Iris complies with state and federal laws pertaining to conducting background checks on all staff members and adult volunteers. Information about background checks being required for volunteers at Arco Iris also appears in the Family Handbook and on the school website.

Arco Iris contracts with Northwest Regional Educational Service District (NWESD) and Criminal Information Services (CRIS) to support and help facilitate background check services for staff and volunteers. The NWESD currently supports dozens of school districts in Oregon with the CRIS background check for volunteers. Directions for completing the electronic forms are easily accessible on the school's website.

In conversation with the principal and other staff, it is evident that Arco Iris is in compliance with statutory guidance and policies regarding criminal background checks for staff and volunteers.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

5.8 Reporting of Child Abuse, Training on Identification/Prevention**Rating: Meeting**

Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?

Evidence:

- *Charter School Agreement – Section 4.1*
- *Staff Handbook – Section 203*
- *Staff Handbook – Section 1300*
- *Copies of course completion certification (from Arco Iris staff member)*
- *Parent SafeSchools Training document*
- *Document outlining mandatory reporting regarding Sexual Conduct with Students – on display in school office*

- *Staff Meeting Agenda – 5/27/15 with review of Sexual Conduct and discussion of obligation of reporting*
- *Staff In-Service agenda – 8/22/14*

Section 4.1.15 in the Charter School Agreement requires Arco Iris to comply with all applicable federal and state laws, local ordinances and regulations pertaining to the reporting of child abuse and training on prevention and identification of child abuse, specifically ORS 339.370, 339.372, 339.375, and 339.337. In addition, information about reporting requirements and required training regarding child abuse and sexual misconduct is communicated in the Staff Handbook. Section 203 of the Staff Handbook describes mandatory training/meetings: “All training required by TSPC and ODE must be obtained prior to the end of September . . . including the following: Blood borne Pathogens, Bullying Prevention, Child Abuse Identification and Prevention, Sexual Harassment for School Employees, Sexual Misconduct-Staff to Students, and Student Privacy Rights.” Section 1300 in the Staff Handbook provides policy prohibiting sexual harassment and also describes the process of filing a sexual harassment complaint.

Arco Iris administration provides time during staff meetings and inservice for annual training for staff regarding prevention, identification and reporting of child abuse and sexual conduct. This year, training occurred at the beginning of the school year during in-service week (8/22/14). In addition, the principal reviewed obligations of reporting and HB 2062 with staff at a meeting in the spring (5/27/15).

Arco Iris uses the online system *SafeSchools Training* to train staff members on school-related safety issues and to demonstrate compliance with state and federal safety mandates. SafeSchools Training is used by school districts throughout Oregon and is endorsed by district level administrators and Board members across the country for its effectiveness in creating a safer work and learning environment, course quality and efficiency in providing training. Parents of Arco Iris students are encouraged to register with SafeSchools and take the suggested training for Child Abuse: Identification & Intervention and Sexual Conduct: Staff-to-Student. Directions for this process are easily accessible on the school website.

A tri-fold pamphlet, *REPORTING REQUIREMENTS Regarding Sexual Conduct with Students* is available for staff, parents, and volunteers in the school office. The pamphlet provides critical information to help all employees, parents and volunteers understand: (i) what constitutes sexual conduct; (ii) what their responsibilities are in terms of reporting sexual conduct; and (iii) what happens after a sexual conduct report is made.

NOTE: Schools are rated either ‘Meeting’ or ‘Not Meeting’ for this competency

5.9 Employee Relations**Rating: Exceeding**

Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?

Evidence:

- *Interview with the principal*
- *Interview with teachers*
- *August Inservice –Training for Singapore Math*
- *Staff Handbook – Sections 1101-1105, 1201-1202, 1300, 1303-1307, 1500, 1600*
- *Staff Handbook – Section 203 Trainings and Meetings – upon teacher request, subject to approval and paid in full by school*
- *Professional Development Conferences for Staff*

As mentioned previously in this report, Arco Iris staff spoke highly about the number and the quality of professional development opportunities available to them. In the Staff Handbook, it is noted that if a workshop or conference has a registration fee, the school will cover the cost. According to the principal, every staff member engaged in some form of professional development provided by the school during the 2014-15 school year. In addition, during the August inservice teachers received two full days of training to help prepare them to implement the math curriculum, Singapore Math. Allowing two full days for this training is evidence of the high value the school places on professional development and ensuring their teachers are well prepared to meet the needs of their students.

The Staff Handbook contains written documentation describing a wide variety of support for employees including: salary calculations and benefits, insurance protections, policies related to safety and protection from harassment, hiring policies, and policies pertaining to accessing accommodations for disabilities.

6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY**6.1 Accounting****Rating: Exceeding**

Are the Generally Accepted Accounting Principles (GAAP) being implemented?

Evidence:

- *Interview with bookkeeper*
- *Financial Audits for years ending 6/30/12, 6/30/13, and 6/30/14*

Since the audit for 2014-15 will not be conducted until later this summer, last year's audit was used in this evaluation.

Arco Iris contracts with Pauly, Rogers, & Co., an independent accounting firm to conduct the annual financial audit. For the year ended 6/13/14, the auditors reported "nothing came to our attention that caused us to believe the Arco Iris Spanish Immersion School was not in substantial compliance with

certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in the Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.”

In addition, there were no recommendations from the prior year’s audit (2013) that needed to be addressed by Arco Iris in 2014.

The report from the auditors and conversations with the bookkeeper provided evidence that the school is implementing GAAP.

6.2 Internal Controls Assessment

Rating: Meeting

Does the school have evidence of effective operational procedures and internal controls?

Evidence:

- *Interview with the principal*
- *Interview with the bookkeeper*
- *Financial Audits for years ending 6/30/12, 6/30/13, and 6/30/14*

The bookkeeper described the operational procedures and internal controls used at Arco Iris. The process she described emphasizes frequent communication between the principal, the bookkeeper and staff, a focus on integrity, and a commitment to accuracy. The principal and bookkeeper meet regularly during which time the principal approves the expenses then the bookkeeper prepares the checks and brings them back for the principal to sign. The principal is authorized to sign checks for up to \$5000; checks for larger amounts are signed by a Board member. The principal does not approve her own expenses and does not sign her own checks.

The bookkeeper prepares a monthly Board packet for the Board meetings that she sends in advance to the Board Treasurer. The packet includes a list of all checks processed during the previous month. Regarding fiscal reporting to the Board, the bookkeeper shared, “We are extremely transparent with the Board.”

The Arco Iris bookkeeper is also responsible for processing payroll checks. She explained that the Board Treasurer approves payroll before it goes out each month. She added that he also frequently checks the school’s bank account.

In the most recent audit by Pauly Rogers, no concerns about internal controls were presented. In addition, there were no concerns or recommendations in the previous year’s audit (regarding internal controls) to address. While there is evidence of effective operational procedures and internal controls, the procedures appear to be accepted as best practice but not formally documented.

6.3 Financial Reporting**Rating: Meeting**

Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?

Evidence:

- *Charter School Agreement*
- *Interview with bookkeeper*
- *Interview with BSD charter liaison*
- *Quarterly Reports sent to BSD charter liaison (10/2014, 1/2015, 4/2015)*
- *Financial Audits for years ended 6/30/12, 6/30/13 and 6/13/14*

Arco Iris has presented to the CSS evaluator annual audits for the past three years and interim financial statements that comply with financial reporting requirements and their Charter Agreement. In addition, the school submits quarterly reports to the BSD that include (among other information) a balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, and a budget projection summary. According to the BSD liaison, the quarterly reports are accurate and submitted on time.

In compliance with the Charter School Agreement, Arco Iris has submitted its proposed budget for 2015-16 to the District.

6.4 Response to Fiscal Crisis**Rating: Meeting**

Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?

Evidence:

- *Annual Budget*
- *Annual Audits*
- *Reserve Monies*
- *Interview with the bookkeeper*

According to annual audits, Arco Iris's Ending Fund Balance has shown a significant increase over the past three years—\$165,328 in 2012, \$244,061 in 2013, and \$270,133 in 2014. The bookkeeper reported that they do not specifically budget for contingencies, but she added: "We are aggressive about over budgeting expenses and we usually budget for only 85-95% of what we think we will have revenue-wise. We don't budget to full capacity."

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.5 Insurance**Rating: Meeting**

Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?

Evidence:

- *Charter School Agreement*
- *Interview and email exchanges with the bookkeeper*
- *Policy Declarations from Property and Casualty Coverage for Education (PACE)*

According to the Charter School Agreement, Arco Iris will maintain and keep in force the following insurance: commercial general liability, directors' and officers' liability, workers' compensation insurance, employee dishonesty insurance, and property insurance. Arco Iris staff provided copies of the policy declarations from PACE as evidence they have met expectations in this area.

NOTE: Schools are rated either 'Meeting' or 'Not Meeting' for this competency.

6.6 Site and Facilities**Rating: Exceeding**

Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?

Evidence:

- *Charter School Agreement*
- *Commercial lease between Arco Iris and Beaverton Christian Church*
- *Amendment #1, June 5, 2014*
- *Amendment #2 (extension), April 25, 2015*
- *Site visits*

The school provided the CSS evaluator with a copy of the Commercial Lease Agreement between Beaverton Christian Church and Arco Iris Spanish Immersion School. In addition to the original agreement, two amendments were also provided as changes were made in the original lease. The original lease ended on June 30, 2016; however, Amendment #2 extends the term to June 30, 2018. The relationship between Beaverton Christian Church and Arco Iris continues to be positive and collaborative.

During site visits to the school, the CSS evaluator noted that emergency exits are clearly marked in every room of the school as well as in central areas such as the lobby, offices, and the gymnasium.

There have been no corrective actions needed to address previous deficiencies.

6.7 Health and Safety**Rating: Exceeding**

Are health, safety, and accessibility standards being met and is documentation being kept current?

Evidence:

- *Charter School Agreement*
- *Family Handbook – Section 300*
- *Staff Handbook – Sections 304, 505-507, 605, 801-806, 900, 902*
- *Record of Monthly Fire Drills (September, 2014 – May, 2015)*

According to the Charter School Agreement, “any location used by Arco Iris for school must comply with all applicable local, state, and federal laws and regulations, including, but not limited to those relating to accessibility, construction, fire, and safety, and zoning and land use codes for school use.”

Health and safety are specifically addressed in Section 300 of the Family Handbook: “Students need a safe and healthy learning environment, and student safety will always be our first concern. The staff at Arco Iris has taken a number of steps to ensure that our school is a safe and respectful learning environment.”

Fire drill records indicate the school is in compliance with the monthly emergency evacuation drills required under ORS 479.041 (1). The staff has received training in fire prevention, evacuation, and fire safety.

Safety and supervision of students are addressed extensively in several sections of the Staff Handbook: -- Section 304 describes expectations for employees and volunteers to ensure the safety of students in the classroom, cafeteria or gym, on the playground, or on field trips.

-- Sections 503-505 emphasize safety expectations for recess, for students leaving school before the end of the school day, and for the regular end-of-day dismissal.

-- Section 605 addresses safety requirements and expectations for volunteers serving in the school.

-- Section 800 outlines specific emergency training and drill expectations.

-- Section 900 describes PBIS: What are the components of a Positive Behavior Intervention and Support system? What does PBIS look like in a school? How does PBIS promote a safe learning environment? How is PBIS proactive and educative?

During on-site observations, the CSS evaluator observed evidence that policies and expectations for appropriate safe behavior for students and staff are maintained at Arco Iris. Even though many of the classrooms were quite small and students were crowded, students were respectful of their classmates’ space, and navigated around the room safely and with minimal disruption to the learning of others.

7.0 GOVERNANCE

7.1.a Open Meeting Law

Rating: Meeting

Is the school in compliance with federal and state law regarding public meetings?

Evidence:

- *Interview with Arco Iris School Board President*
- *School website: School Board meeting agendas, board books and approved minutes*

Oregon's Public Meetings Law requires that all meetings be open to the public and that the public be given notice of the time, place and agenda for any regular, special or emergency meeting. The law allows governing bodies to exclude the public from the discussion of certain subjects (executive sessions). Notice of an executive session must cite the specific law that authorizes the executive session.

The Arco Iris school website describes the details of the School Board Meeting schedule: "The Arco Iris School Board meets monthly. School board meetings, working sessions and special meetings are open to the public. Executive sessions are not public meeting and are held for specific purposes as allowed under ORS 192.660."

Also, according to the website, the Arco Iris School Board meets on the third Thursday of the month starting at 6:00pm at Arco Iris School, and when an executive session is required it will take place just prior to the Board Meeting.

In accordance with the Public Meetings Law, School Board Meeting agendas are posted on the website. At the April 2015 Board meeting, the Board engaged in an executive session prior to the meeting and as required by law, the specific purpose of the executive session is identified: "To conduct deliberations with persons designated by the governing body to negotiate real property transactions."

The Public Meetings Law requires that minutes be taken at each meeting and "made available within a 'reasonable time' after each meeting" but does not specify the time. Generally, according to "A Quick Reference Guide to Oregon's Public Meetings Law," this time frame is expected not to exceed three weeks. At the time this report is being prepared, minutes for the May Board meeting have not yet been posted to the website.

7.1.b Public Records

Rating: Meeting

Is the school in compliance with federal and state law regarding public records?

Evidence:

- *Interview with the principal*
- *Interview with the School Board president*
- *Charter School Agreement*
- *Charter School bylaws*

Arco Iris's School Board has the responsibility to ensure the school is in compliance with federal and state law regarding public records. The Charter School Agreement describes the school's responsibility to "comply with all applicable federal and state laws, local ordinances, and regulations" including, but not limited to ORS 192.410 to 192.505, Oregon's Public Records Law.

Through interviews with the principal and the School Board president in addition to documentation provided on the school website, within the Charter School Agreement and in the school's bylaws, there is sufficient evidence to indicate Arco Iris is in compliance with public record laws.

7.1.c Student Records **Rating: Meeting**

Is the school in compliance with federal and state law regarding student records?

Evidence:

- *Staff Handbook – Sections 1702, 1802, 1803, 1900, 2002*
- *Student Records Request form – informing parents of rights regarding student records, referencing OAR 581-21-250 (1)*

Arco Iris abides by federal and state law regarding student records. Students' records are kept confidential. Arco Iris staff follow all components of the Family Educational Rights and Right Act (FERPA) including giving parents the right to access their child's education records, the right to seek to have the records amended, and the right to have control over disclosure of personally identifiable information from the records. The Staff Handbook includes requirements for staff with respect to maintaining student confidentiality especially when using electronic communication.

The Charter School Agreement requires that Arco Iris "accurately and timely maintain all records, including student academic records, required by law and Section 9.4, and agrees to retain and disclose those records as required by law." In each annual notice of Arco Iris required by the Family Education Rights and Privacy Act, the District's charter school liaison (or such other District officials designated by the District on a list provided to Arco Iris) must be listed as school officials with legitimate educational interest in the education records of Arco Iris students.

7.2 Fiduciary Responsibilities **Rating: Meeting**

Is the charter school meeting its fiduciary responsibilities?

Evidence:

- *Interview with bookkeeper*
- *Financial Audits for years ending 6/30/12, 6/30/13, and 6/30/14*
- *Board Approved Budget for 2015-16*

The Arco Iris Board did not guarantee any indebtedness on behalf of the school or a third party provider. Through conversation with the bookkeeper and from reviewing Board minutes, the CSS evaluator notes that the Board is involved in the inflow and outflow of funds and regularly reviews financial statements. The bookkeeper shared that the school is fortunate that the Board treasurer is a CPA—providing extra confidence that the school is exercising sound fiscal management. The bookkeeper also indicated that the treasurer approves payroll before it is sent out and he frequently reviews the bank account.

Audits for the past three years have met standards.

7.3 Board Stability

Rating: Exceeding

Are the charter school leadership and Board of Directors stable and sustainable?

Evidence:

- *Interview with School Board President*
- *Board member biographies (school website)*
- *Information on board organization (school website)*
- *Board Nominating Policy (school website)*
- *Board Training online – Charter School Board Training Modules*

Arco Iris School Board President described Board membership as “stable.” The nine members have served from one to five years. Two members’ terms ended last year and the positions were filled promptly. Currently, there are no vacancies on the Board, but the President reported she just received a resignation from one member last month. She also shared that she already has someone to fill the position.

The Board President described the process they use to orient new Board members. She meets one-on-one with the new member before their first meeting. She also connects the new member with an experienced Board member as a mentor. New members are required to complete online training modules to acquaint them with the responsibilities of a charter school board member. Many of the modules are required; some are optional. The School Board President explained that the Board has strict guidelines about completing the training and attendance at meetings: If a member does not complete the required training modules or does not meet Board meeting attendance requirements, they will be required to reapply for their position when their term is over. The Board President also explained that she checks in with new members within the first 90 days to see how things are going and if they need any additional support.

CONCLUSION

Based on the information collected by the CSS evaluators through extensive document review, observations on site, and numerous communications (in person and electronically) with key staff at Arco Iris, it is evident the school is fulfilling the provisions of its charter with the Beaverton School District and complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

Evidence also suggests the school continues to be committed to the goals articulated in the original application: “To prepare students to attain high academic achievement in Spanish and English; build the skills and knowledge that students will need to be successful in their future algebra classes; and become bilingual, bi-literate, and multi-culturally competent leaders.” Expectations are high for students and appropriate scaffolding and interventions are built into the system to support each student’s success. Arco Iris is to be commended for their success in maintaining a learning environment that increases educational options for families and children, and meets individual students’ academic needs and interests.

COMMENDATIONS

1. Arco Iris staff is to be commended for their commitment to using data to drive decisions in instruction and curriculum. Data teams, led by the counselor/psychologist are working effectively and efficiently at the school. Staff members recognize and appreciate the value of using data to inform their instruction and to make decisions about interventions to support students.
2. Commendation is warranted for the focused efforts of the Middle School Committee as they identified the challenges the school faces in the current facility and explored ways to support the continuation of the school’s middle school program. The Committee gathered input from stakeholders, researched many options and provided several recommendations to the Board in a timely manner.
3. The school is to be credited for taking action to improve the math program at the middle school level. When data revealed middle school students were not achieving (in math) at the high level expected, a committee was formed to research and identify new curricula—more rigorous and tied to CCSS. Other specific actions to address the concerns about middle school math were added to the School Improvement Plan including hiring additional staff to assist with middle school instruction; change in teaching staff at middle school level; using student planners to more closely monitor student completion of assignments and to better inform parents when work is not turned in. The school also created a School Improvement Committee to monitor math achievement in the middle school grades.
4. Arco Iris does an exceptional job using the school’s website to communicate important information to parents and the community. Information is accurate, comprehensive and current. Questions

posted by parents are answered quickly. Worth specific note is the transparency and clarity of communication regarding the application and enrollment process.

5. The school is to be commended for high levels of satisfaction regarding parents' perceptions of the school's overall performance as reported in the parent survey. Over 90% of parents believe: the academic program is very effective, the school sets high standards for academic success, teachers are organized and knowledgeable about their content, in addition to being respectful, professional, and effective.
6. Arco Iris provides exemplary programs and support for students who need differentiated support—including ELLs, students receiving Special Education services, students on 504 plans, and all general education students who demonstrate a need for intervention. As previously noted, staff regularly use data to monitor student progress and to make decisions about future interventions and support.
7. The staff deserves commendations for their extensive use of a wide variety of formative assessments to monitor student learning and guide their instructional practice. Evidence that Arco Iris is implementing the distinctive instructional practices and critical components outlined in their Charter Agreement was observed during classroom visits, and was supported during interviews with the principal and teachers. Teachers described how they use a variety of formative assessments with students to check for understanding and to provide differentiation. Some of the formative assessments they described included: exit tickets, Quick Writes, 3-2-1 Warm-ups, writing conferences, whiteboards, pair/share, thumbs up/thumbs down, Scholastic magazine articles, and EasyCBM.
8. Arco Iris leadership and the school board deserve commendation for their sound fiscal management and accounting. According to annual audits, Arco Iris's Ending Fund Balance has shown a significant increase over the past three years—\$165,328 in 2012, \$244,061 in 2013, and \$270,133 in 2014.
9. The school board deserves acclamation for its stability and sustainability. Current board members have served from one to five years. When a vacancy does occur on the board, typically a new member is identified before the current member leaves office.

CONSIDERATIONS AND RECOMMENDATIONS

CSS evaluators offer the following considerations and recommendations to foster continuous school improvement: (not in priority order)

1. While the intent of the school's mission and goals is evident in the school program, the mission/goals are not overtly "present" throughout the culture of the school or the physical environment of the school. The principal indicated she would like to post the mission in classrooms to serve as a reminder to staff and students about the school's focus and commitment. With the current principal retiring, the new principal is encouraged to take action on this suggestion. School leadership is also encouraged to invite parents, staff and students to contribute to the design of the poster.
2. The process for supporting ELLs at Arco Iris—as described by teachers and by the principal—is comprehensive and thorough. However, there was no evidence of a written record documenting the process. Although the Charter School Agreement requires that "Arco Iris must implement the ELL program described on the attached Exhibit H" (p. 8 of the Agreement), no Exhibit H could be located. It is recommended that for historical record and in case of staff turnover, the extensive plan/process that is currently used at Arco Iris to identify and support ELLs be documented and included as an exhibit in the Charter Agreement and in the Staff Handbook.
3. In general, parents express positive views of Arco Iris including the academic program, the school culture and teacher effectiveness. However, based on results from the spring survey, parents are not as positive about the school board. CSS recommends that the school board follow up the survey with additional data gathering (focus groups or interviews) to obtain more specifics on how they can improve relations and enhance communication with parents.
4. Currently, the School Improvement Plan is developed by the principal and presented in finished form to the staff in August. It is recommended that the creation of the SIP be more collaborative and include input from stakeholders including staff and parents. In addition, during this evaluation there was no evidence to suggest an end of year check on how successful the school was in implementing the SIP. Arco Iris leadership is encouraged to schedule and facilitate opportunities to review the SIP, assess how well the school implemented the SIP, identify areas that still need to be addressed in next year's SIP, and celebrate the successes of the year.

Summary of Findings

Exceeding

- 1.2 Student Admissions & Conditions of Enrollment
- 2.1 Enrollment/Retention/Attendance
- 4.3.a English Language Learners – *Programs*
- 5.1.a Non-Discriminatory Practices – *Access to Programs*
- 5.1.b Non-Discriminatory Practices – *Staff Hiring*
- 5.2.a Curriculum – *Standards*
- 5.2.b Curriculum – *Assessment*
- 5.3 Distinctive Teaching Techniques
- 5.5 Licensure of Charter School Staff
- 5.6 Teacher Evaluation
- 5.9 Employee Relations
- 6.1 Accounting
- 6.6 Site and Facilities
- 6.7 Health and Safety
- 7.3 Board Stability

Meeting

- 1.1 Goals Specific to Mission
- 2.2 Parent Satisfaction
- 4.2 Highly Qualified Compliance
- 4.3.b English Language Learners – *Monitoring Progress*
- 4.4 Special Education Delivery of Services
- 4.5 Section 504 Services
- 4.6 Free/Reduced Price Lunch
- 5.4 School Improvement Plan
- 5.7 Screening and Hiring Practices
- 5.8 Reporting of Child Abuse, Training on Identification/Prevention
- 6.2 Internal Controls Assessment
- 6.3 Financial Reporting
- 6.4 Response to Fiscal Crisis
- 6.5 Insurance
- 7.1.a Open Meeting Law
- 7.1.b Public Records
- 7.1.c Student Records
- 7.2 Fiduciary Responsibilities

APPENDIX A: EVALUATOR BIOGRAPHY

Victoria Lukich, EdD, Director

Victoria Lukich has a rich and varied background in K-12 education spanning 36 years. Her experience has been as a classroom teacher at the middle and high school levels, a school improvement coordinator, assistant principal, and principal. In addition, Victoria served as a district level administrator overseeing and supporting high schools and option schools in a large school district. She has worked for the U.S. Department of Education conducting program evaluations of secondary schools throughout the U.S. Her work in four different districts at the school and district levels, in addition to work with the USDOE, provide her with extensive experience in curriculum development, using data to guide school improvement efforts, program evaluation, and school leadership. Victoria also has expertise in guiding and supporting schools and school leaders through the change process as well as promoting and engaging in practices that promote equity in schools.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
1.0 MISSION-SPECIFIC GOALS and ADMISSIONS & ENROLLMENT					
1.1	Goals Specific to Mission	<i>Has the charter school met its mission-specific goals as outlined in the contract with the sponsoring School District?</i>			
		The school has clearly exceeded its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has met all of its mission-specific goals as identified in the Charter Application and Contract.	The school has met some of its mission-specific goal(s) as identified in the Charter Application and Contract.	The school has not met its mission-specific goal(s) as identified in the Charter Application and Contract.
1.2	Student Admissions & Conditions of Enrollment	<i>Is there evidence that the charter school is following statutory and district guidelines regarding student admission and enrollment?</i>			
		The school follows statutory and contractual guidelines for student admissions, including the admission of special populations, and exceeds its enrollment projections.	The school follows statutory guidelines for student admissions, including special populations, and meets its enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and may not meet enrollment projections.	The school does not follow statutory guidelines for admission, including special populations, and does not meet enrollment projections.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
2.0 OVERALL STUDENT SUCCESS					
2.1	Enrollment/Retention/Attendance	<i>To what extent are students making academic progress as measured by enrollment/retention rates and attendance?</i>			
		Student retention rates are increasing and enrollment is expanding. Attendance data indicate that high numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates remain steady and enrollment remains steady. Attendance data indicate that above average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates vary from year to year. Student enrollment fluctuates significantly from year to year. Attendance data indicate that average numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.	Retention rates and enrollment are declining. Attendance data indicate that low numbers of students are attending 90% or more school days or meeting virtual school requirements for participation.
2.2	Parent Satisfaction	<i>To what extent do parent survey respondents indicate satisfaction with students' academic progress and the educational program?</i>			
		The school regularly surveys parents as a means to improve. A high proportion of parent-respondents (66% or more of the sample) indicate a high level of satisfaction with students' academic progress and the educational program.	The school occasionally surveys parents. A slight majority of parent-respondents (more than 50%) indicate a high level of satisfaction with students' academic progress or with the educational program.	The school seldom asks for parent input and/or less than half of parent-respondents indicate a high level of satisfaction with students' academic progress or the educational program.	The school does not solicit parent input and/or at least half of the parent-respondents indicate dissatisfaction with students' academic progress or the educational program.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
3.0 LONGITUDINAL ANALYSIS OF STUDENT ACHIEVEMENT					
3.1	Student Achievement: Reading	<i>Over time, has student achievement in Reading improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Reading for students overall and key subgroups. Trends in 3 rd grade reading proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Reading. Trends in 3 rd grade reading proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Reading. Trends in 3 rd grade reading proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Reading. Trends in 3 rd grade reading proficiency and student growth show decline over time.
3.2	Student Achievement: Math	<i>Over time, has student achievement in Math improved measurably?</i>			
		Over time, student achievement at all grade levels has improved measurably (or remained high relative to state averages) in Math for students overall and key subgroups. Trends in 5 th and 8 th grade math proficiency and student growth show consistent improvement over time.	Over time, student achievement overall has improved and remained at or above state averages in Math. Trends in 5 th and 8 th grade math proficiency and student growth show some improvement over time.	Over time, student achievement overall is at or above state averages but has not indicated consistent improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth are inconsistent in terms of improvement over time.	Over time, student achievement has consistently been below state averages and/or has not shown measurable improvement in Math. Trends in 5 th and 8 th grade math proficiency and student growth decline over time.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
3.3	Comparative Student Achievement	<i>How does the charter school's performance compare to the sponsoring school district and the state as a whole?</i>			
		The school's performance consistently outpaces the sponsoring school district and the state as a whole.	The school's performance is better than either the sponsoring school district or the state as a whole.	The school's performance is equivalent to the sponsoring school district and the state as a whole.	The school's performance is poor relative to the sponsoring school district and the state as a whole.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
FEDERAL ACCOUNTABILITY: STUDENT PERFORMANCE & PROGRAMS					
4.0	4.1	Student Achievement			
		<i>Did the charter school meet Oregon Annual Measurable Objectives in reading and math, as well as for graduation, attendance and participation, approved through the Federal 2012 ESEA waiver process?</i>			
		The school overall exceeded targets in both reading and math. All student subgroups exceeded targets for academic achievement, academic growth, and subgroup growth. The school exceeded graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 5" on the Oregon Report Card.	The school overall met targets in both math and reading. All student subgroups met targets for academic achievement, academic growth, and subgroup growth. The school met graduation, subgroup graduation, attendance, and participation targets. The school is rated "Level 4" on the Oregon Report Card.	The school overall met targets in reading or math. Most student subgroups met targets, but the school did not meet all criteria in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 2" or "Level 1" on the Oregon Report Card.	The school did not meet targets in either reading or math. Some, but not all student subgroups met targets for academic achievement, academic growth, and/or subgroup growth. The school may or may not have met graduation, subgroup graduation, attendance, and/or participation targets. The school is rated "Level 2" or "Level 1" on the Oregon Report Card.
4.2	Highly Qualified Compliance	Do staff members teaching core academic subjects meet the requirements for "highly qualified"?			
			100% of teachers in core subjects meet the federal HQ requirements.	95% to 99% of staff are HQ due to enrollment fluctuation after the school year began; there is a plan of correction for each teacher not HQ in a core subject.	Less than 95% of core subject teachers are HQ and/or there is not a plan of correction to address this deficiency for each affected staff member.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.3.a	English Language Learners - Programs	Does the charter school implement appropriate practices in providing programs to English Language Learners (ELL)?			
		Provides exemplary programs that teach reading, speaking and writing to ELL students in English until they can effectively participate in regular classroom instruction. Instruction is delivered by well-trained charter school or sponsoring district staff.	Provides appropriate practices in providing programs that teach reading, speaking and writing in English until ELL students can participate in regular classroom instruction. Instruction is delivered by qualified charter school or sponsoring district staff.	Partial implementation of appropriate practices in providing programs to help ELL students overcome language barriers. Those delivering instruction may lack training and the amount of instructional time provided for ELL students is inadequate.	ELL students are not taught reading, writing and speaking in English by qualified staff at the charter school or district level.
4.3.b	English Language Learners – Monitoring Progress	Does the charter school work to assess ELL students and monitor their progress so that they can succeed in the charter school program?			
		A well-developed plan is in place to assess potential ELL students and to monitor their progress. Students are exited from the program only when they meet state criteria.	A plan is in place to assess potential ELL students, but the process of monitoring their progress and exiting students could be improved.	The process of assessing potential ELL students, monitoring ELL student progress, or exiting students is not clearly or consistently defined.	There is no process to identify, serve or exit ELL students from the charter school program.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.4	Special Education Delivery of Services	<p>Are regulatory guidelines implemented for IDEA-eligible students so that sponsoring districts take responsibility for providing special education to charter school students?</p>			
		<p>An exemplary partnership with the school district exists to ensure that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff is frequent and ongoing.</p>	<p>A collaborative partnership with the school districts ensures that students with disabilities receive appropriate services. Students' progress toward meeting their IEP goals is monitored. Communication between charter school staff and district special education staff occurs regularly.</p>	<p>There is some degree of monitoring of special education students' progress toward meeting their IEP goals. Communication between charter school staff and district special education staff is sporadic.</p>	<p>There is little or no collaboration with the school district, limited monitoring of special education students' progress toward meeting IEP goals, and little or no communication between charter school staff and district special education staff.</p>
4.5	Section 504 Services	<p>To what extent are regulatory guidelines implemented for Section 504-eligible students?</p>			
			<p>There is evidence that the charter school is compliant with all parts of Section 504 as they apply to access to schools and school programs. The charter school may negotiate specific allocation of responsibilities to the sponsoring school district.</p>		<p>There is little or no evidence that the regulatory guidelines are implemented for Section 504-eligible students. There is no evidence of negotiated allocation of responsibilities for 504-eligible students with the sponsoring school district.</p>

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
4.6	Free/Reduced Price Lunch	<i>Does the school follow federal guidelines for identifying students for program eligibility and for safeguarding student privacy?</i>			
			Evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.		Insufficient evidence that federal guidelines are followed for identifying students for program eligibility and for safeguarding student privacy.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.0 STATE ACCOUNTABILITY					
5.1.a	Non-Discriminatory Practices—Access to Programs	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to student access to programs?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding student access to programs.	Procedures are in place to prevent discriminatory practices but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.1.b	Non-Discriminatory Practices—Staff Hiring	<i>Is the charter school complying with statutory guidelines for non-discriminatory practices in regard to staff hiring?</i>			
		There is evidence that policy and procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff.	Procedures are in place to prevent discriminatory practices regarding the recruitment, hiring, and promotion of staff, but evidence is not presented for all areas.	Some procedures are in place to prevent discriminatory practices but evidence is not presented and/or findings indicate that some discriminatory practices exist.	Procedures are not in place to prevent discriminatory practices and findings indicate that discriminatory practices exist.
5.2.a	Curriculum - Standards	<i>Does the curriculum meet state academic content standards?</i>			
		Evidence exists that all academic curricula areas are fully aligned with state standards.	Evidence exists that the core curriculum is fully aligned to state standards.	Evidence exists that fewer than four curriculum areas are fully aligned to state standards.	There is insufficient evidence that curriculum is aligned to state standards.

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
5.2.b	Curriculum - Assessment	To what extent is the charter school conducting valid assessments of student performance consistent with Oregon state standards?			
		Evidence exists that there is a detailed plan for academic improvement and the school meets all content standards required by ORS 329.045. Student assessment results are regularly reviewed and instruction modified.	Evidence exists that there is a plan for academic improvement and the school meets most of the content standards required by ORS 329.045. Student assessment results are reviewed on a systematic basis.	Academic improvement is not a consistent focus and the school meets only some content standards required by ORS 329.045. Student assessment results are not reviewed on a systematic basis.	No evidence exists that there is a plan for academic improvement and the school meets few or none of the content standards required by ORS 329.045. Student assessment results are not regularly reviewed.
5.3	Distinctive Teaching Techniques	To what extent is the charter school implementing distinctive instructional practices as outlined in their contract with the sponsoring district?			
		Implemented in compliance with the Charter Agreement; no modifications required.	Implemented with modifications	Modification of implementation plan in process.	Significant modifications are required to implement as planned.
5.4	School Improvement and Staff Development Plans	Does the charter school develop a School Improvement Plan (SIP) with measurable goals and align staff development strategies to achieve them?			
		Evidence exists that indicates goals of the SIP are being met. The plan has been collaboratively developed and submitted to the district. Staff training is aligned with SIP goals.	A SIP has been developed and is being implemented. Staff training is provided that may help teachers meet SIP goals.	There is evidence that at least one major component of the plan is being implemented. Staff training may or may not be aligned with the SIP.	There is insufficient evidence that any components of the plan are being implemented. Staff training is minimal or non-existent.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency	Exceeding	Meeting	Nearly Meeting	Not Meeting
5.5	Is the charter school compliant with Oregon statutes regarding teacher licensure, and registration and charter agreements?			
	More than 75 % of teachers are licensed by TSPC and 100% are registered by the state prior to employment.	At least 50% of the teachers are licensed by TSPC and 100% are registered by the state prior to employment.	The school is seeking restricted or emergency licensure for less than 5% of teachers to meet the requirement of at least 50% being properly licensed through TSPC.	Less than 50% of teachers are licensed through TSPC. One or more teachers does not have the appropriate licensure.
5.6	Is the charter school compliant with statutory guidance and sponsoring school district policy regarding teacher performance evaluation, including the requirements of SB 290 if teachers are school district employees?			
	Written documents support a rigorous process of performance evaluation including self-assessment, goal setting around student achievement and growth, data collection and both formative and summative evaluation.	Written documents support performance evaluation that includes goal setting, classroom observation, and formative and summative evaluation.	All teachers are evaluated by an administrator based on school, department and grade level goals. Written documentation is provided to teachers and is on file.	There are few if any written expectations regarding teacher performance. Evaluation efforts are incomplete or sporadic.
5.7	Is the charter school compliant with statutory guidance and school district policy regarding criminal background checks?			
		There is evidence that criminal background checks were conducted for all staff members and appropriate adult volunteers.		There is no evidence that criminal background checks have been conducted for all staff.

APPENDIX B: 2015 Charter School Evaluation Rubric

Center for Student Success

Competency	Exceeding	Meeting	Nearly Meeting	Not Meeting
5.8	Reporting of Child Abuse, Training on Identification/Prevention <i>Is the charter school and board compliant with statutory requirements for reporting child abuse or sexual conduct, and for providing school employees, parents/guardians, and children annual training on the prevention and identification of child abuse and sexual conduct, and on the obligations of school employees for reporting?</i>			
		There is evidence that the charter school and the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.		There is no evidence that the charter school and/or the board are compliant with the statutory requirements of ORS 339.370, 339.372, 339.388, and 339.400.
5.9	Employee Relations <i>Has the charter school employed generally acceptable employee relations practices including the provision of professional development plans?</i>			
	Written documents support customary employee benefits including handbook, insurance protections, and right to form collective bargaining group. Staff has easy access to management for addressing concerns and 75% of staff engaged in some form of professional development provided by the school in the past year.	Written documents support customary employee benefits that includes handbook on procedures, leave policies, insurance protection, and right to form a collective bargaining group. The majority of members took the opportunity to engage in professional development provided by the school in the past year.	Written documents are unclear regarding what are considered customary employee benefits such as insurance protection or leave provisions. Less than half the staff engaged in professional development provided by the school last year.	Written documents do not show customary handbook information or typical benefits and protections for employees such as insurance or leave provisions. Less than one quarter of the staff engaged in professional development provided by the school last year.

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.0 FISCAL PERFORMANCE AND ACCOUNTABILITY					
6.1 Accounting		<i>Are the Generally Accepted Accounting Principles (GAAP) being implemented?</i>			
		Exemplary implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is clear evidence that any recommendations from the prior year's audit were implemented and that the Board was fully informed of any recommended changes and received the auditor's management letter.	Full implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. There is evidence that some recommendations from the prior year's audit have been implemented. Discussion of the prior year's audit is documented in Board minutes.	Partial implementation of Generally Accepted Accounting Principles in maintaining accounting records and preparing an annual audit. Plans are underway to respond to the recommendations in the prior year's audit. The Board may not be aware of any recommendations.	There is little, if any, evidence that Generally Accepted Accounting Principles are used in maintaining accounting records. There are no plans underway to respond to the recommendations in the prior year's audit. The Board was not aware of the audit or the auditor's recommendations, if any.
6.2 Internal Controls Assessment		<i>Does the school have evidence of effective operational procedures and internal controls?</i>			
		The school has evidence of written, effective operational procedures and internal controls. No significant concerns were presented in the most recent auditor's management letter, Board response, staff review process or report on internal controls. All recommendations from the prior year's audit have been implemented.	The school has evidence of effective operational procedures and internal controls. No significant concerns have been presented with the most recent auditor's management letter, Board response, staff review process or report on internal controls. Most recommendations from the prior year's audit have been implemented or are in the process of being implemented.	The school has evidence that it is in the process of developing or improving operational procedures and internal controls. The school has presented significant concerns with the most recent auditor's management letter, Board response, staff review process or report on internal controls.	The school does not appear to have operational procedures and/or internal controls. The school has presented significant concerns with the most recent management letter, Board response, staff review process or report on internal controls.

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.3	Financial Reporting	<i>Has the school presented financial statements including board-approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter?</i>			
		The school has presented quality financial statements over the past two years, including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter. The school is applying for OASBO (Oregon Association of School Business Officials) financial recognition.	The school has presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not consistently presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.	The school has not presented quality financial statements including board approved budgets, annual audits, and interim financial statements that comply with financial reporting requirements and their Charter.
6.4	Response to Fiscal Crisis	<i>Has the school prepared contingency plans in response to fiscal instability and financial uncertainties related to school funding as well as charter school legislation?</i>			
			The school has prepared a comprehensive contingency plan in case of fiscal instability and financial uncertainties. Annual fundraising goals are set and met.		The school does not have a comprehensive contingency plan in case of fiscal instability and financial uncertainties. There are no fundraising goals or they are not met.
6.5	Insurance	<i>Does the school hold current insurance policies for performance bonding and for buildings and items in the contract?</i>			
			The school holds current insurance policies for performance bonding and other insurance as specified in the Charter contract.		The school does not hold current insurance policies for performance bonding and for buildings.

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
6.6	Site and Facilities	<i>Are all licenses, approvals, permits, and inspections current and procedures for corrective actions and emergency plans in place?</i>			
		Evidence exists that all licenses, approvals, permits, and inspections are current. Corrective actions and emergency plans have been successfully implemented.	Evidence exists that all licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are in place.	Evidence indicates that some licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans may or may not be in place.	There is little, if any, evidence indicating that licenses, approvals, permits, and inspections are current. Procedures for corrective actions and emergency plans are not in place.
6.7	Health and Safety	<i>Are health, safety, and accessibility standards being met and is documentation being kept current?</i>			
		Evidence exists that health, safety, and accessibility standards have been exceeded and all documentation is current.	Evidence exists that health, safety, and accessibility standards have been met and all documentation is current.	Meets basic health, safety, and accessibility standards but evidence is lacking regarding regularly scheduled reports, inspections, and monitoring procedures.	Does not meet one or more health, safety, or accessibility standard(s).

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Center for Student Success

Competency	Exceeding	Meeting	Nearly Meeting	Not Meeting
7.0 GOVERNANCE				
7.1.a	Open Meeting Law	<i>Is the school in compliance with federal and state law regarding public meetings?</i>		
	Exemplary compliance with federal and state law concerning public meetings.	Evidence indicates compliance with federal and state law concerning public meetings.	Evidence indicates compliance with some but not all federal and state law concerning public meetings.	There is little if any evidence indicating compliance with federal and state law concerning public meetings.
7.1.b	Public Records	<i>Is the school in compliance with federal and state law regarding public records?</i>		
	Exemplary compliance with federal and state law concerning public records.	Evidence indicates compliance with federal and state law concerning public records.	Evidence indicates compliance with some, but not all, federal and state law concerning public records.	There is little if any evidence indicating compliance with federal and state law concerning public records.
7.1.c	Student Records	<i>Is the school in compliance with federal and state law regarding student records?</i>		
	Exemplary compliance with federal and state law concerning student records.	Evidence indicates compliance with federal and state law concerning student records.	Evidence indicates compliance with some, but not all, federal and state law concerning student records.	There is little if any evidence indicating compliance with federal and state law concerning student records.

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.2	Fiduciary Responsibilities	<i>Is the charter school meeting its fiduciary responsibilities?</i>			
		<p>The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interests or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and regularly reviews financial statements. The Board always engages other school and community members in the budget process. The annual audit meets standards.</p>	<p>The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is involved in the inflow and outflow of funds and reviews financial statements. The Board sometimes engages parents and school staff in the budget process. The annual audit meets standards.</p>	<p>The Board did not guarantee any indebtedness on behalf of the school or a third party provider; there are no conflicts of interest or full disclosure with a legal rationale for financial transactions. The Board is somewhat involved in the inflow and outflow of funds and reviews financial statements. The Board solely engages school management in the budget process. The annual audit does not meet standards.</p>	<p>Any of the following: The Board guaranteed indebtedness on behalf of the school or a third party provider; there are conflicts of interest or no disclosure including a legal rationale for financial transactions. The Board is not involved in the inflow and outflow of funds and there is little if any review of financial statements. The Board has limited involvement in the budget process. The annual audit does not meet standards.</p>

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Center for Student Success

Competency		Exceeding	Meeting	Nearly Meeting	Not Meeting
7.3	Board Stability	<i>Are the charter school leadership and Board of Directors stable and sustainable?</i>			
		Business is completed at regular business meetings; board meetings are not cancelled due to quorum issues; the Board has no vacancies; the Board has an active plan to fill any that exist. The Board has not been in an exigent state in the past year; an orientation process for new members has been implemented; the Board encourages, supports and participates regularly in training opportunities; the Board is not involved in litigation; there is no evidence of an intent to revoke notice.	Not more than one meeting per year is cancelled due to quorum issues; the Board has no vacancies; the Board has not been in an exigent state in the past year; a written orientation process for new members is present; the Board encourages and supports training opportunities as demonstrated through attendance or budget commitments; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	Not more than three meetings per year are cancelled due to quorum issues; the Board has no vacancies; the Board has not been in an exigent state in the past year; an orientation process for new members is present but not written; the Board encourages training opportunities but has no supporting evidence that training has occurred or that new Board members are being effectively recruited; the Board is not engaged in litigation; there is no evidence of an intent to revoke notice.	More than three meetings per year are cancelled due to quorum issues; the Board has more than one vacancy; the Board has been in an exigent state in the past year; an orientation process for new members is not present; the Board does not engage in training opportunities or actively recruit to fill vacancies; the Board is engaged in litigation; the school has received a notice of intent to revoke.

Hope Chinese Charter School Annual Evaluation Beaverton School District October 20, 2015



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School Board Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career 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 grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grade 3 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.
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 school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the DRA.
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 classes are taught by a teacher who is 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. • 93% 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 2015-16 budget has been provided to the District. • Net income for the third year of operation was \$203,834, 18% of total income for the year. • After the third year of operation, Hope Chinese’s ending fund balance is \$743,339 or 50% of the expenditures budgeted for 2015-16. • The retention rate for students during the school year was 100%. The return rate for students enrolled at the end of the year was 96%.

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 grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grade 3 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.

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, 75% of daily instruction will be in Chinese and 25% 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

5.1.10 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

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 the District's Administrator for Accountability on April 2, 2015. During the visit, Chinese language arts, English language arts, and math instruction were observed in grades 1-3.

Findings

- At all grade levels, English language arts instruction is provided by staff members who are proficient in English.
- Students in grades 1 - 2 receive 65% of their instruction in Chinese and 35% in English. Instruction for grade 3 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 the three hours of observations, however a handful of students were not engaged for significant periods of time. 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

- Describe and represent fractions as equal parts of a whole or set

ELA

- Explain how an author uses reasons and evidence to support particular points in a text
- Form and support an opinion about a story or character
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Write narratives to recount a well elaborated event or a short sequence of events including details to describe actions
- Determine the main idea of the text
- Distinguish long from short vowel sounds in spoken single-syllable words; Produce single-syllable words by blending sounds (phonemes), including consonant blends; know conventions for final -e words

Language Development

- Create clear and coherent grade-appropriate speech and text
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- Accurately communicate in grade-appropriate speech and writing

- Instructional materials employed during the 2014-15 school year included *Singapore Math*, *Story Town* for English Language Arts, *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 school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the Smarter Balanced Assessment.

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 Oregon Assessment of Knowledge and Skills (“OAKS”) to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student each school year the English Language Proficiency Assessment.:

5.6.3 Administering to each kindergarten, first-, second-, third-, and fourth-grade student in the spring and 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);

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

5.6.5 Administering to each seventh- and eighth- grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP).

5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject; and the average academic achievement of Hope Chinese students must meet or exceed the average academic achievement for District students enrolled in District two-way immersion program. The following procedure will be used to measure Charter School's performance towards meeting the student achievement requirements:

5.7.2 Second Year and Subsequent Years of Operation. During the Charter School's second year of operation, and each school year thereafter, the Charter School will be deemed to have met the student achievement requirements of this Charter if the average academic achievement of the Charter School students, using assessment methods consistent with the practices in the District's two-way immersion classrooms, meets or exceeds the average academic achievement for District students enrolled in District two-way immersion programs for the same school year. The comparison of achievement of Charter School students and District two-way immersion students shall be made on a grade-by-grade basis, and shall compare the Charter School students in a particular grade against all District two-way immersion students in that same grade if such student is enrolled in a two-way immersion program at the time of the assessment. If the average achievement of the Charter School students does not meet or exceed the average academic achievement for students in District two-way immersion programs, the Charter School will be deemed to have not met the student academic achievement requirements of this Charter.

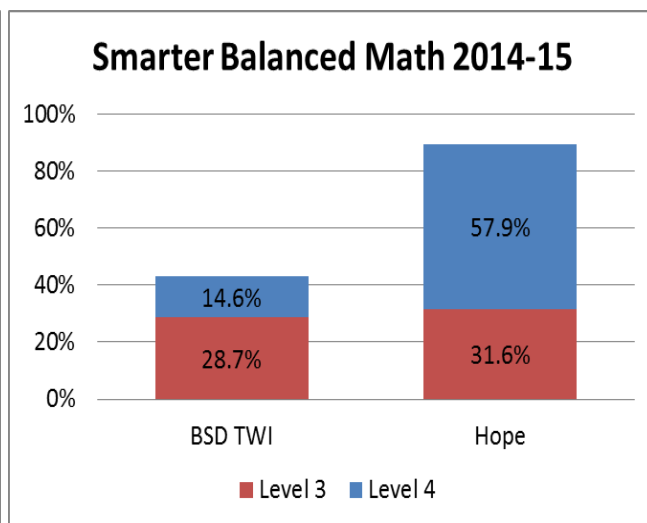
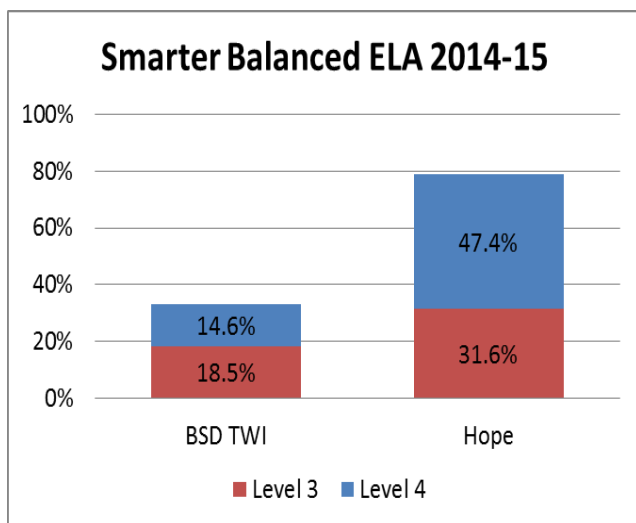
Findings

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

Assessment	Purpose	Use	Frequency
Chinese Language Reading and Writing Assessments	Assesses Chinese reading fluency and comprehension; character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of 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
HSK - Chinese Language Reading and Writing Assessment	Assesses students' level of proficiency with written 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 determining students requiring further intervention.	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	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	Assess and tracks	Guides teaching strategies	Bi-Weekly.

Assessments	ongoing progress of math skills according to the Singapore Math curriculum.	for daily learning at an individual/group level.	
Progress Reports	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.

- The State's English Language Proficiency Assessment (ELPA) was administered to all 8 ELL students enrolled in 2014-15. Half of the students demonstrated proficiency on the ELPA.
- On a grade-by-grade basis, 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 Assessment.



SBA Math	Grade 3
BSD TWI	43%
Hope	90%
Charter Criteria	Met
SBA Language Arts	Grade 3
BSD TWI	33%
Hope	79%
Charter Criteria	Met

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 a teacher who is 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. • 93% of parents believe the school is doing a good job preparing their child for the next school year.

Charter requirements

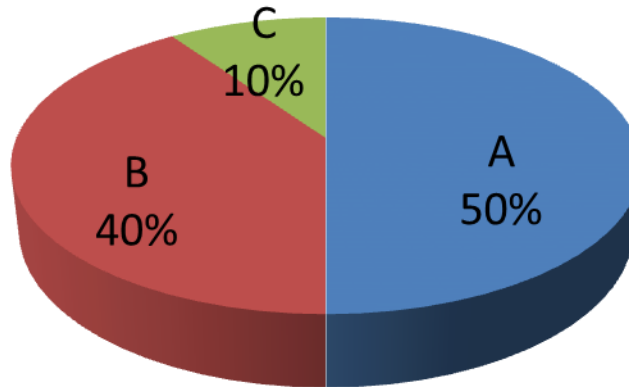
18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

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.

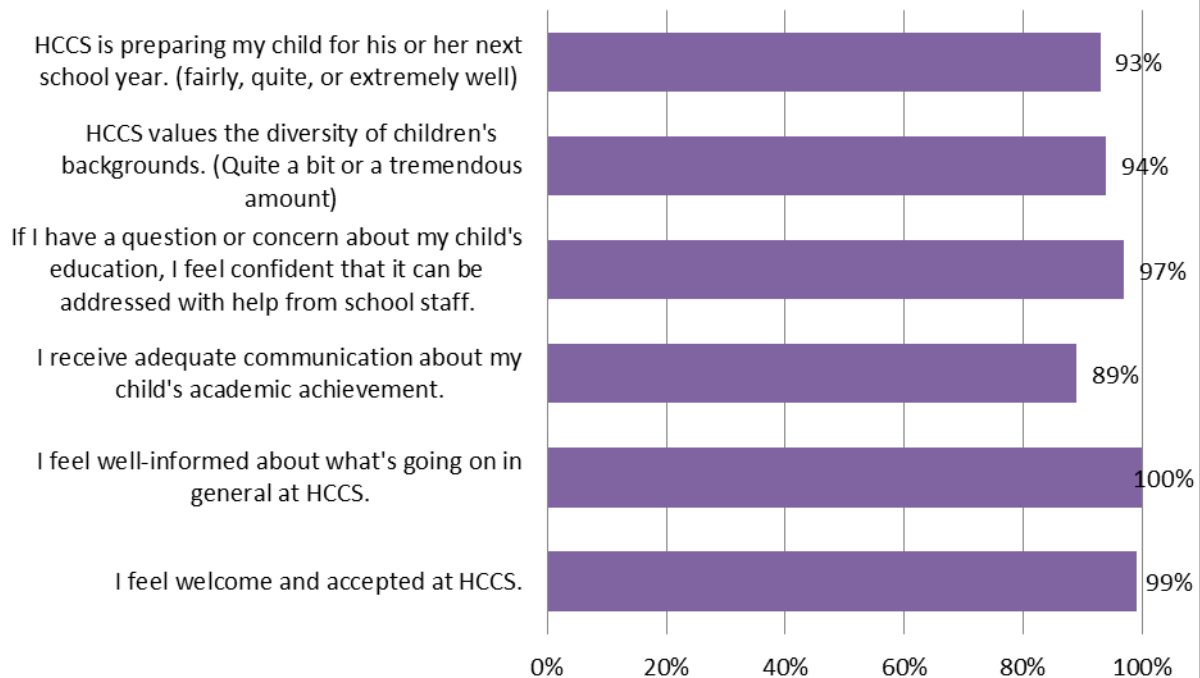
Findings

- English Language Arts instruction is delivered by a teacher who is 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 2014-15, 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 2014-15 charter school parents was conducted by the school in the spring. A total of 72 parents participated. Parent satisfaction with the school is strong and increased from last year across all measures. 90% of parents awarded an A or B grade to HCCS. 93% of parents believe the school is doing a good job preparing their child for the next school year.

Overall, what grade would you give HCCS?



HCCS Parents Survey Results:



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 2015-16 budget has been provided to the District. Net income for the third year of operation was \$203,834, 18% of total income for the year. After the third year of operation, Hope Chinese's ending fund balance is \$743,339 or 50% of the expenditures budgeted for 2015-16. The retention rate for students during the school year was 100%. The return rate for students enrolled at the end of the year was 96%.

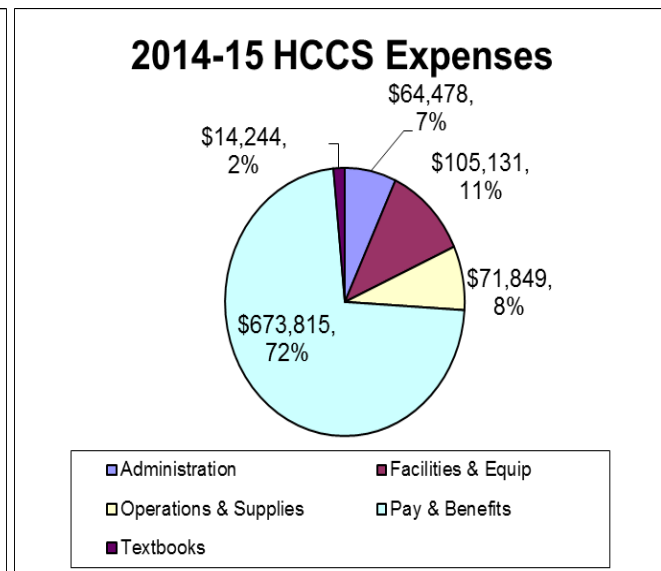
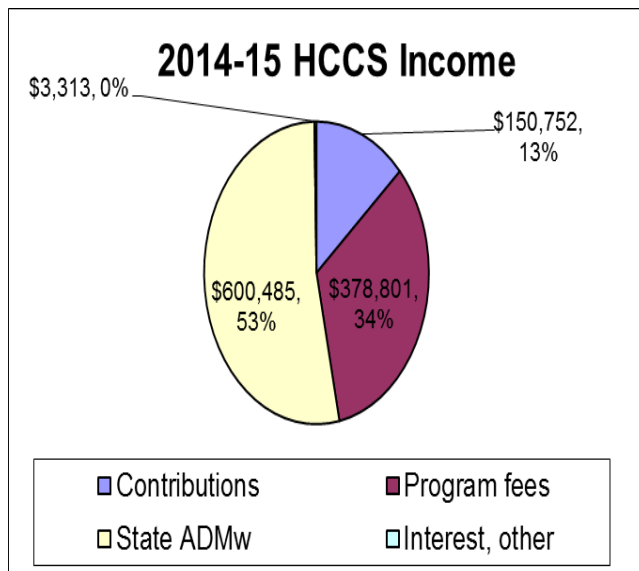
Charter Requirements

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.

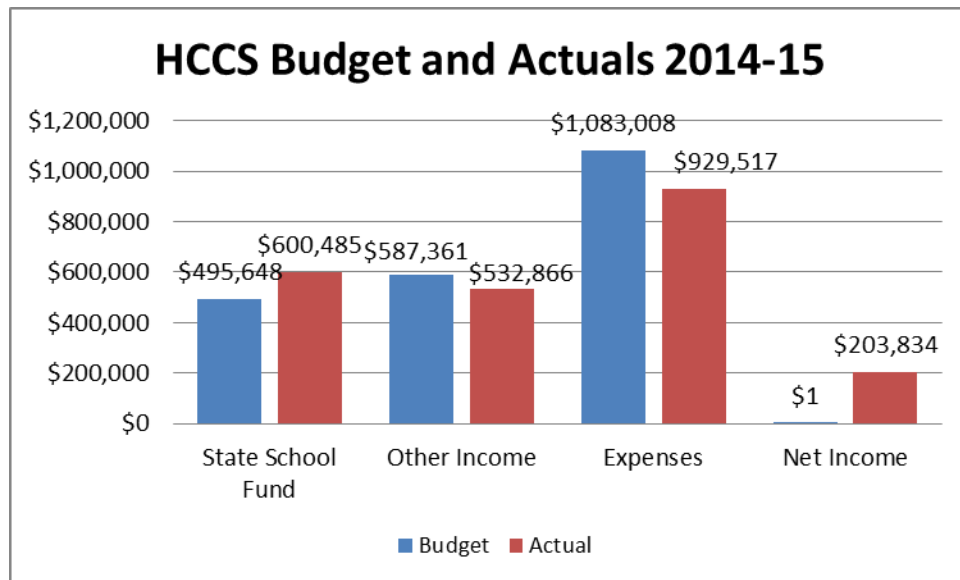
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

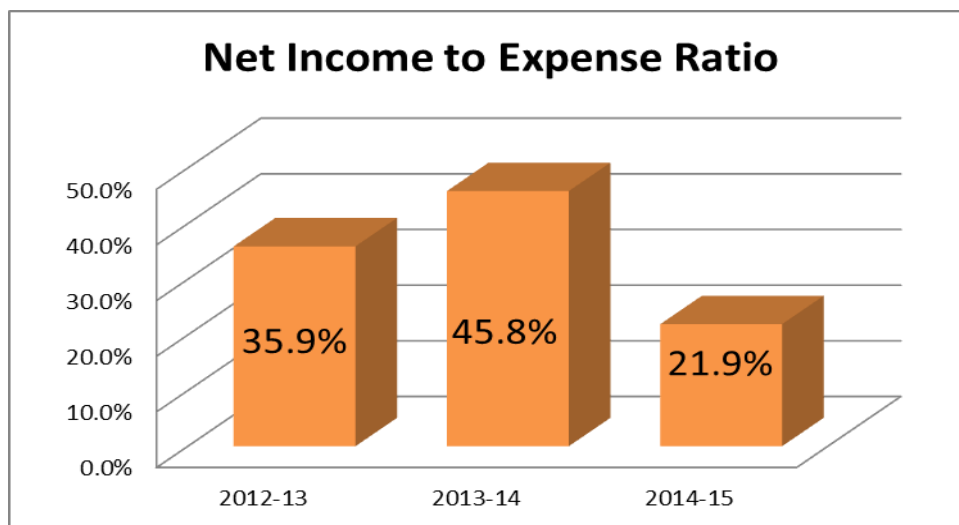
- The annual audit of the second year of operation was received in November 2014. The audit did not find any evidence of non-compliance with state standards with one exception: "Credit Union cash balances exceed National Credit Union Insurance Fund insurance" (p. 15).
- The 2015-16 budget has been provided 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 \$203,834 on total revenues of \$1,133,351 and \$929,517 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 2014-15 budget, income was higher than anticipated due to the amount of State School Fund received and expenditures were well below projections. As a result, net income was much higher than expected.



- After the third year of operation, Hope Chinese's ending fund balance is \$743,339 or 50% of the expenditures budgeted for 2015-16.



- The retention rate for students during the school year was 100%. The return rate of students enrolled at the end of the year was 96%.

2015-16 Return Rate	Total
Active students at end of 2014-15	116
Returned to Hope Chinese	111
Not in BSD	7
In BSD School	1
Return rate	96%