Hope Chinese Charter School
Annual Evaluation
Beaverton School District
October 30, 2017

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

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.

Evaluation Design:

Hope Chinese Charter School has operated as a charter school in the Beaverton School District for five years. The school will request a charter renewal during the 2017-18 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 2016-17 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 Hope Chinese School for the 2016-17 school year.

Highlights of Findings

Framework	Key Question and Findings
1	How well are students learning?
	• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning.
	• The average achievement of the Charter School students exceeds the average academic achievement for students in BSD Dual Language programs as measured by the Smarter Balanced assessments in English Language Arts and Mathematics and the OAKS Science assessment, thereby meeting the student achievement requirement under the school's Charter. The differences in performance narrow somewhat when only students who are not economically advantaged or students who first language is English are compared.
	• The median growth percentiles for HCCS students are above the state (50th percentile) in English Language Arts (ELA) and Math and above students in BSD Dual Language programs in ELA.

Charter Requirements
5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:
5.6.1 Administering to each student each school year the required State assessments to the extent the District requires its students to take such assessment;
5.6.2 Administering to each ELL Student (defined in Section 7 below) each school year the English Language Proficiency Assessment;
5.6.3 Administering to each kindergarten, first-, and second -grade student in the spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) and/or the Early Language Listening and Oral Proficiency Assessment (ELLOPA) or such other assessment as may be approved in writing by the District;
5.6.4 Administering to each third-, fourth, fifth-and sixth- grade student in the spring of each school year, the Chinese version of the National Online Early Language Learning Assessment (NOELLA); and

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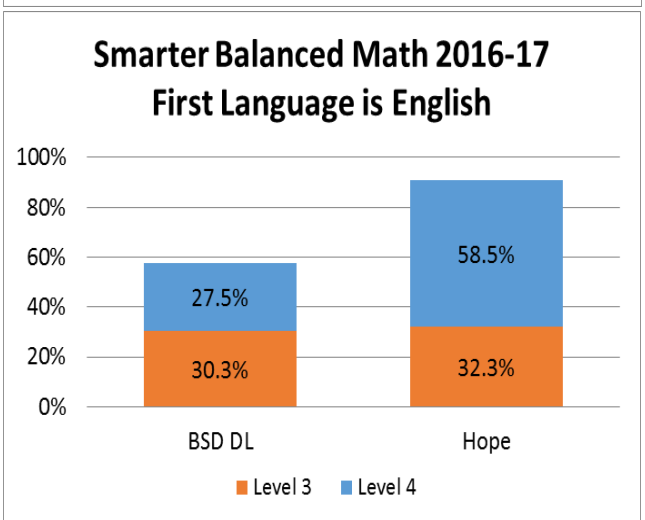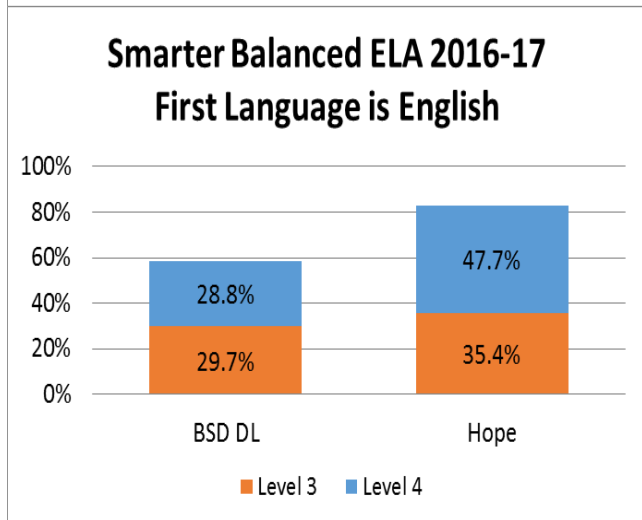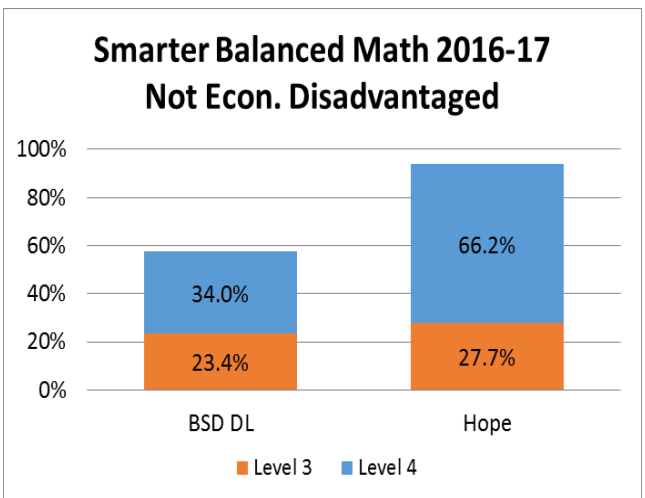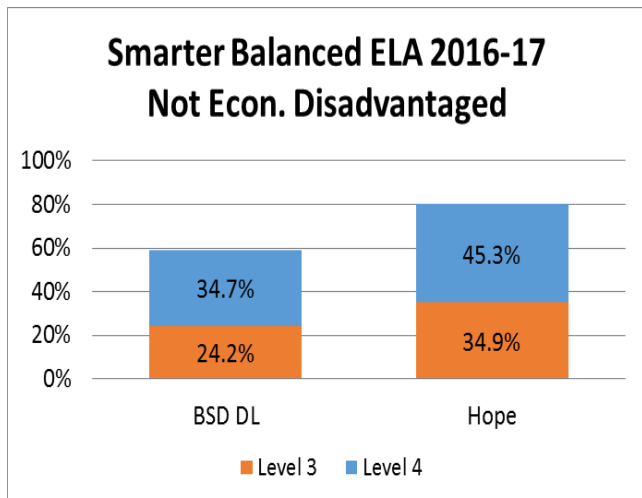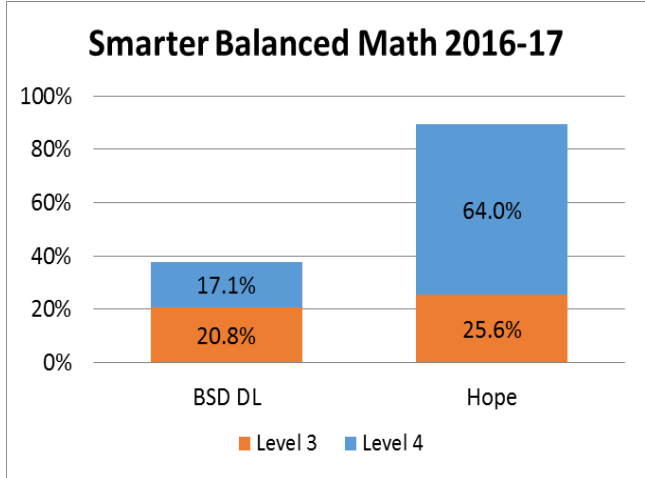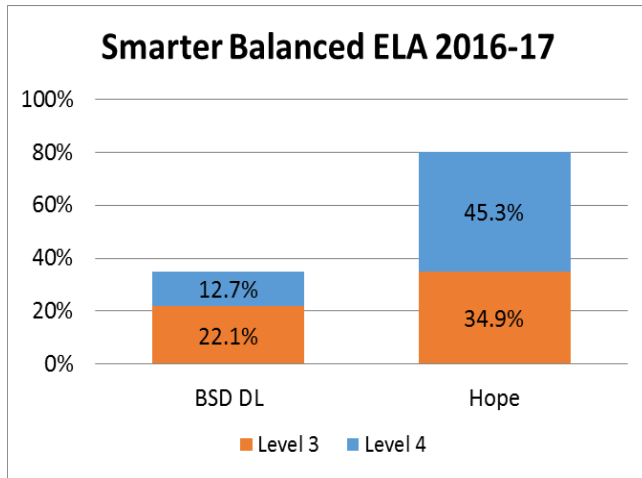
Findings
• The school monitors student progress using a variety of assessments that also inform instructional decisions.

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

- The State's English Language Proficiency Assessment (ELPA21) was administered to 13 of 15 students enrolled in 2016-17 receiving or eligible for ELD services.

- The average achievement of the Charter School students exceeds the average academic achievement for students in BSD Dual Language programs as measured by the Smarter Balanced assessments in English Language Arts and mathematics. The differences in performance narrow somewhat when only students who are not economically advantaged or students who first language is English are compared.

Smarter Balanced ELA 2016-17

	BSD DL	Hope
Level 4	12.7%	45.3%
Level 3	22.1%	34.9%

Smarter Balanced Math 2016-17

	BSD DL	Hope
Level 4	17.1%	64.0%
Level 3	20.8%	25.6%

Smarter Balanced ELA 2016-17 Not Econ. Disadvantaged

	BSD DL	Hope
Level 4	34.7%	45.3%
Level 3	24.2%	34.9%

Smarter Balanced Math 2016-17 Not Econ. Disadvantaged

	BSD DL	Hope
Level 4	34.0%	66.2%
Level 3	23.4%	27.7%

Smarter Balanced ELA 2016-17 First Language is English

	BSD DL	Hope
Level 4	28.8%	47.7%
Level 3	29.7%	35.4%

Smarter Balanced Math 2016-17 First Language is English

	BSD DL	Hope
Level 4	27.5%	58.5%
Level 3	30.3%	32.3%

- Hope Chinese 5th graders significantly outperform their Dual Language peers on the OAKS Science Assessment.

OAKS Science 2016-17

	BSD DL	Hope
Exceed	6.9%	29.2%
Meet	39.0%	58.3%
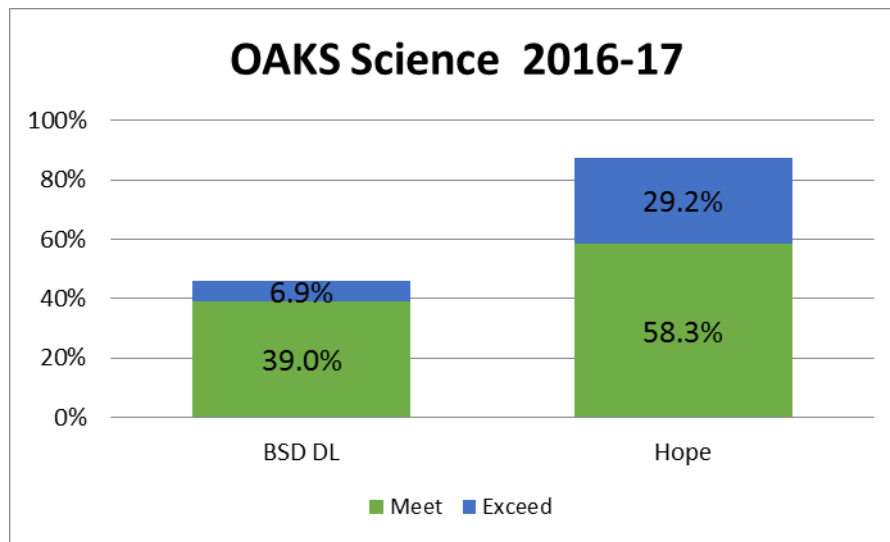
- Hope Chinese met the student achievement charter renewal criteria for year 2 of the current charter. The percentage of Hope Chinese students meeting or exceeding standards on state assessments exceeds the percentage of elementary students enrolled in District Dual Language programs meeting or exceeding standards in English Language Arts, Mathematics, and Science.

- The median growth percentiles for HCCS students are above the state (50th percentile) in English Language Arts (ELA) and Math and above students in BSD Dual Language programs in ELA.

2016-17 SB Median Growth Percentiles Grades 4 -5

	ELA	Math
HCCS	64	62
BSD DL	54	66