A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single maple leaf lies on the grass. To the right, a hand is visible holding a paper bag, possibly for collecting leaves. The background shows a line of trees and a cloudy sky.

Three Rivers School District Renewal Framework and Report for Woodland Charter School 2022-23

Submitted by,
Kristen Miles, OSBA

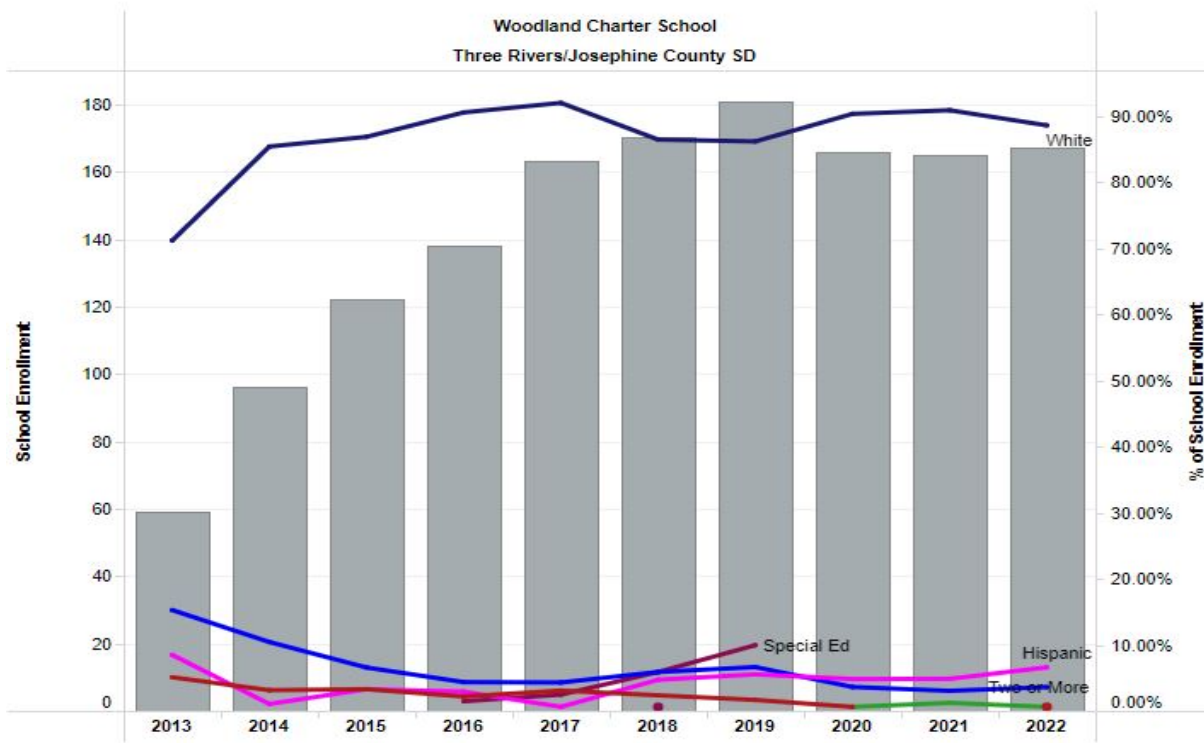
WOODLAND CHARTER SCHOOL RENEWAL RECOMMENDATION

SUBMITTED BY, KRISTEN MILES, OSBA
MARCH 8, 2023

OVERALL TRENDS

Woodland Charter School is a Waldorf-inspired charter school sponsored by the Three Rivers School District serving grades 1-8. It has been in operation since 2012. Its mission is "to kindle a life-long love of learning by providing a developmentally appropriate, arts-integrated Public Waldorf curriculum which engages the whole child: head, heart, and hands."

Woodland student demographics are indicated below.

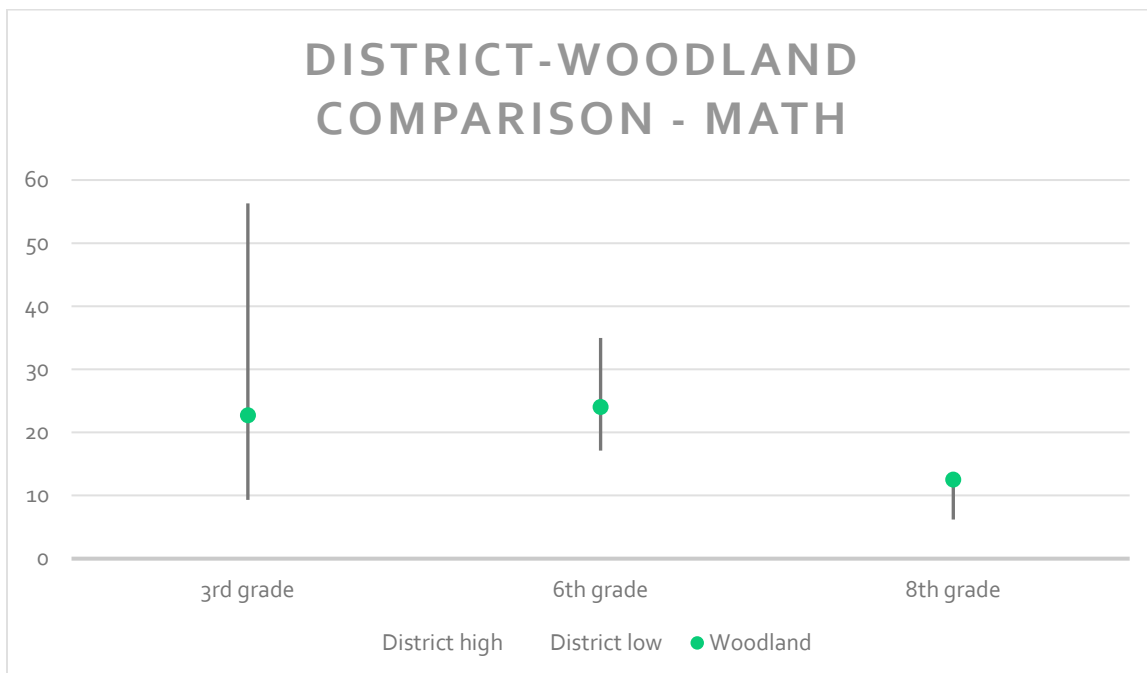
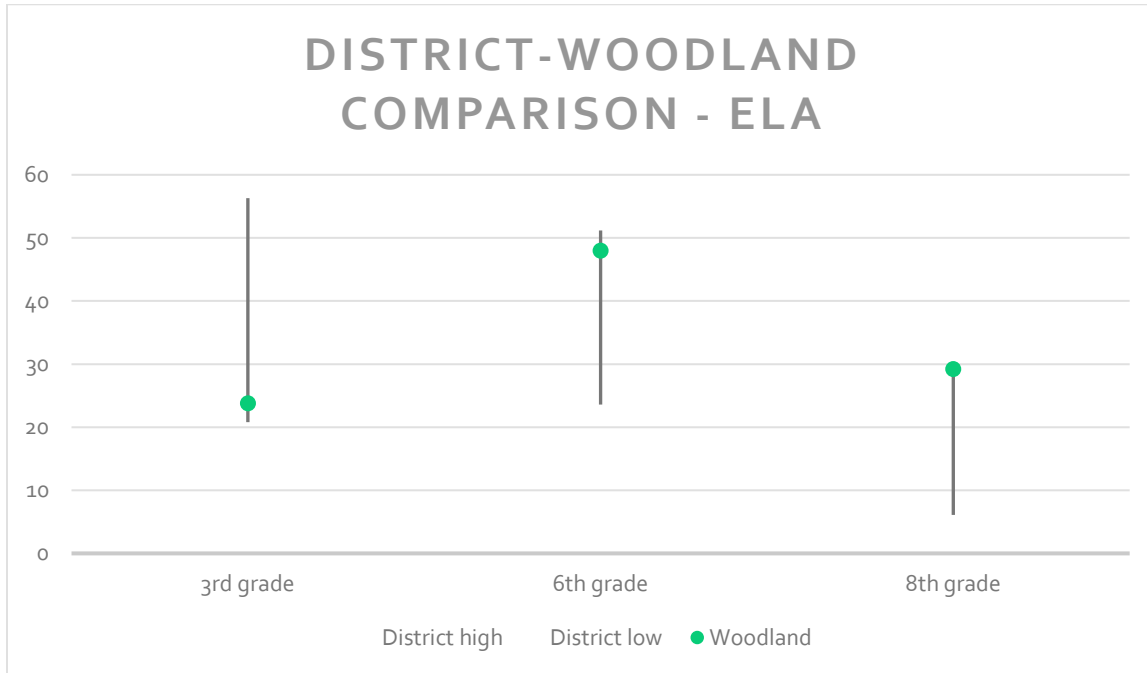


ACADEMIC TRENDS

Woodland does not meet most of the academic criteria in this rubric, which is based on state testing. In comparison to the district as a whole, according to the Oregon Report Card, Woodland generally does

not perform as well. Positive areas on this rubric are areas of growth. Woodland has made some growth in ELA, while its most significant growth has been in Math.

Performance comparison to the district in ELA and Math for 2022 is below. Woodland generally underperforms other district schools in third grade in both ELA and Math, but by 8th grade performs near or at the top of district middle schools in both ELA and Math.



While state performance data is one metric to be considered in renewal, school-specific performance goals and data should be taken into account. Because it follows a Waldorf-based model, Woodland's goal is to see students above benchmark by middle school. Therefore, other measures of growth and progress are used, such as DIBELS and STAR Math.

This year, Woodland has taken a greater focus on improving math through intervention programs, articulated instruction times (set aside from the main lesson time), and individual teacher goals regarding math.

Woodland has also set a goal to improve its attendance rate this year by working with families and providing in-school incentives for students to attend. With more staff capacity, Woodland would like to begin making individual calls home to families whose students are not in school.

FINANCIAL TRENDS

The school's near-term financial health measures are strong. However, figures from the audit indicate that the aggregated total margin (ratio of net income to total revenues) is negative, and the one-year cash flow is negative.

The net position of the school was (\$174,835) for the year ending June 30, 2022.

ORGANIZATIONAL TRENDS

Woodland appears to be in compliance with most of the major aspects of this section, applicable laws and regulations, and the charter contract.

As noted in the recommendations below, Woodland's bylaws should be updated.

Two staff members do not have records in TSPC and this should be addressed immediately.

PARENT AND BOARD FEEDBACK

Due to weather conditions, I was not able to visit the school as planned. However, I was able to speak to some parents and board members, as well as the school administrator.

Parents reported being attracted to Woodland for its "hands, heart, and head" philosophy and the Waldorf model as well as the opportunity for students to experience outdoor education, handwork, and organic food.

Parents and board members noted that the new school leadership has been an asset to the school, and Chris anchors a culture of care and kindness. All staff members intend to return next year, which will supply stability to the school. They noted that the community of teachers is strong, and there is a sense of beauty and camaraderie in the school. Supports to kids who are both struggling and excelling have improved greatly.

A new, more permanent facility is desired.

COMMENDATIONS AND RECOMMENDATIONS

Woodland continues to serve community of families who desire a Waldorf-model education for their students. These families might otherwise homeschool their students or choose options outside the district, and Woodland offers a unique choice within TRSD. Systems and structures for standardizing behavioral expectations and certain aspects of curriculum and instruction are being put in place, which should help with consistency between grades and ensure clear objectives for skills and outcomes.

The following recommendations are made:

- Given that the school's focus this year is math, set clear, measurable, and realistic goals to improve math scores or growth for the next 1-3 years. Present these goals and their outcomes/progress to the district as part of the annual report each year. Include specific ways of measuring progress.
- Include in the contract school-specific performance and growth measures that reflect high expectations but which are also appropriate for a Waldorf model school.
- Set goals to ensure that long-term financial health indicators are strong (including cash flow, and net position, which was negative according to the most recent audit). Report on these goals in the annual report to the district.
- Amend the bylaws as indicated in the attached rubric.
- Ensure that the school has all legally required policies.
- Ensure that the public has easy access to board meeting notices, agendas, and minutes.
- Ensure that all staff are properly licensed or registered before their date of hire.

ALIGNMENT WITH STATUTORY CRITERIA FOR RENEWAL

The school board must use the criteria in ORS 338.065(8)(a)(A-E) to make the renewal decision. Based on my review of the charter school renewal application, I have noted whether the charter school has met or not met the criteria below.

1. Is the charter school in compliance with ORS 338 and all other applicable state and federal laws?
ORS 338.065(8)(a)(A)
 Yes
 No
2. Is the charter school in compliance with the contract? ORS 338.065(8)(a)(B)
 Yes
 No
3. Is the charter school meeting or working toward meeting the student performance goals and agreements specified in the contract or in any other written agreements between the charter

school and the district? ORS 338.065(8)(a)(C)

Yes

No

4. Is the charter school fiscally stable and has it used the sound financial management system described in the contract? ORS 338.065(8)(a)(D)

Yes

No

5. Is the charter school in compliance with any renewal criteria specified in the contract? ORS 338.065(8)(a)(E)

Yes

No

RENEWAL RECOMMENDATION

Woodland Charter School substantially meets all required renewal requirements as per ORS 338.065. I recommend that the Three Rivers School Board renew the charter contract.

INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”
(ORS 338.015)

The charter schools sponsored by Three Rivers School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Three Rivers School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Three Rivers School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Three Rivers School District.

ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

ACADEMIC PERFORMANCE

1. OREGON SCHOOL RATING SYSTEM:

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|--|---|-------------|--|--|--|--|---|
| THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT. | 1A: Is the school meeting acceptable standards according to the state's school rating system? | | Identified for intervention or considered failing by the state accountability system | Did not receive passing rating from the state accountability system | Passing rating from the state accountability system | Highest rating from the state accountability system | Not rated |
| | 1B: Is the school meeting state designation expectations as set forth by the state and federal accountability system? | | Identified as a "Priority" school | Identified as a "Focus" school | No designation | Identified as a "Model" school | Exited |
| | 1C: How are Economically Disadvantaged students achieving on state assessments in READING compared to the Economically Disadvantaged students in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Woodland 2021-22 performance was 28.9; district performance was 37.4 (grades K-5) |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|-------------|--|--|--|--|--|
| THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT. | 1D: How are Economically Disadvantaged students achieving on state assessments in MATH compared to the Economically Disadvantaged students in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Woodland performance: 16.5; district performance: 28.6 (K-5) |
| | 1E: How are English Language Learners achieving on state assessments in READING compared to the English Language Learners in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Not rated (insufficient N size) |
| | 1F: How are English Language Learners achieving on state assessments in MATH compared to the English Language Learners in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Not rated (insufficient N size) |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|-------------|--|--|--|--|--|
| THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT. | 1G: How are Students with Disabilities achieving on state assessments in READING compared to the Students with Disabilities in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Woodland: <5%; District: 16.2% (K-5) |
| | 1H: How are Students with Disabilities achieving on state assessments in MATH compared to the Students with Disabilities in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Woodland : <5%; District: 9.7% (K-5) |
| | 1I: How are students of historically underserved races/ethnicities achieving on state assessments in READING compared to the students of underserved races/ethnicities in the district? | | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more | Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10% | Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% | Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10% | Two year average based on N size. Woodland: 16.7%; District: 37.7% (K-5) |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|-------------|---|---|---|---|---|
| <p>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</p> | <p>1J: How are students of historically underserved races/ethnicities achieving on state assessments in MATH compared to the students of underserved races/ethnicities in the district?</p> | | <p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p> | <p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p> | <p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p> | <p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p> | <p>Two year average based on N size. Woodland: 11.1%; 28.4%</p> |

ACADEMIC PERFORMANCE

2. STUDENT ACADEMIC GROWTH:

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|-------------|--|--|---|--|---|
| THE SCHOOL MEETS OR EXCEEDS ACADEMIC GROWTH STANDARDS COMPARED TO ITS PEERS. | 2A: Are students making expected annual academic growth in READING compared to their peers? | | Combined median growth percentile is Level 1 | Combined median growth percentile is Level 2 | Combined median growth percentile is Level 4 or 3 | Combined median growth percentile is Level 5 | The gap score change is level 2, which is an average change of 25 |
| | 2B: Are students making expected annual academic growth in MATH compared to their peers? | | Combined median growth percentile is Level 1 | Combined median growth percentile is Level 2 | Combined median growth percentile is Level 4 or 3 | Combined median growth percentile is Level 5 | The gap score change is level 3, which is an average change of 23 |

ACADEMIC PERFORMANCE

3. SUBGROUP GROWTH:

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|-------------|--|--|--|---|--------------------------------------|
| THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME. | 3A: Is the school increasing academic performance over time for Economically Disadvantaged students in READING ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3B: Is the school increasing academic performance over time for Economically Disadvantaged students in MATH ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3C: Is the school increasing academic performance over time for English Language Learner students in READING ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3D: Is the school increasing academic performance over time for English Language Learner students in MATH ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3E: Is the school increasing academic performance over time for Students with Disabilities in READING ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3F: Is the school increasing academic performance over time for Students with Disabilities in MATH ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|-------------|--|--|--|---|--------------------------------------|
| THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME. | 3G: Is the school increasing academic performance over time for students of underserved races/ethnicities in READING ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |
| | 3H: Is the school increasing academic performance over time for students of underserved races/ethnicities in MATH ? | | Combined median growth percentile of lower than 30 | Combined median growth percentile of between 30 and 34.5 | Combined median growth percentile of between 35 and 59.5 | Combined median growth percentile of 60 or more | Not rated due to insufficient N size |

ACADEMIC PERFORMANCE

4. STUDENT ATTENDANCE:

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|-------------|---|---|--|---|---|
| THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS | 4A: What percentage of students at the charter school are identified as REGULAR ATTENDERS ? (attending 90% of the enrolled days) | | Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more | Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10% | Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10% | Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10% | Regular attenders is 50.5, which is nearly the same as the district's rate of 50.6. |

ACADEMIC PERFORMANCE

5. ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|-------------|---|---|---|------------------|-----------------------|
| THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS | 5A: Is the school aligning all classes in core subjects to COMMON CORE STATE STANDARDS ? | | School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods. | School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods. | School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods. | | NA |

ACADEMIC PERFORMANCE

6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|--|-------------|--|--|--|--|-----------------------|
| THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS | 6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district? | | Average graduation rate is less than the average district graduation rate by 10% or more | Average graduation rate is less than the average district graduation rate by 1-10% | Average graduation rate meets or exceeds the average district graduation rate by up to 10% | Average graduation rate exceeds the average district graduation rate by at least 10% | NA |
| | 6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools? | | Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more | Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10% | Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10% | Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10% | NA |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|--|-------------|--|--|--|--|-----------------------|
| THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS | 6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district? | | Average completion rate is less than the average district completion rate by 10% or more | Average completion rate is less than the average district completion rate by 1-10% | Average completion rate meets or exceeds the average district completion rate by up to 10% | Average completion rate exceeds the average district completion rate by at least 10% | NA |
| | 6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools? | | Average completion rate is less than the average completion rate of their peers in like schools by 10% or more | Average completion rate is less than the average completion rate of their peers in like schools by 1-10% | Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10% | Average completion rate exceeds the average completion rate of their peers in like schools by at least 10% | NA |
| | 6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district? | | Average dropout rate exceeds the average district dropout rate by 4% or more | Average dropout rate exceeds the average district dropout rate by 1-4% | Average dropout rate meets or is less than the average district dropout rate by up to 4% | Average dropout rate is less than the average district dropout rate by 4% or more | NA |

| STANDARD | INDICATOR | GRADE LEVEL | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | EXCEEDS STANDARD | SOURCE(S) OF EVIDENCE |
|---|--|-------------|--|--|--|---|-----------------------|
| THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS | 6F: What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools? | | Average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more | Average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4% | Average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4% | Average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more | NA |

FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

FINANCIAL PERFORMANCE

8. NEAR-TERM MEASURES:

| STANDARD | INDICATOR | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|--|--|--|-------------------------|
| THE SCHOOL IS CURRENTLY FINANCIALLY STABLE. | 8A: Current ratio: Current assets divided by current liabilities | Less than or equal to .9 | Between .9 and 1.0 or equals 1.0 | Greater than or equal to 1.1 | Ratio is 4.45 (audit) |
| | 8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365) | Fewer than 15 days cash | Days cash is between 15 and 30 days | 60 days cash | Days cash is 91 (audit) |
| | 8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget | Less than 85% in the most recent year | Between 85-95% in the most recent year | Equals or exceeds 95% in the most recent year | |
| | 8D: Default | School is in default of loan covenant(s) and/or is delinquent with debt service payments | | School is not in default of loan covenant(s) and/or is not delinquent with debt service payments | |

FINANCIAL PERFORMANCE

9. SUSTAINABILITY MEASURES:

| STANDARD | INDICATOR | FALLS FAR BELOW STANDARD | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|---|--|---|--|--|--|
| THE SCHOOL IS FINANCIALLY STABLE OVER TIME. | 9A: Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues | Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10% | Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above) | Aggregated 3-year total margin is positive and the most recent year total margin is positive | Aggregated total margin is (4%), but total margin is 1.1%. |
| | 9B: Debt to asset ratio: Total liabilities divided by total assets | Debt-to-asset ratio is greater than 1.0 | Debt-to-asset ratio is between .9 and 1.0 | Debt-to-asset ratio is less than .9 | .32 |
| | 9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash | Multi-year cumulative cash flow is negative | Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above) | Multi-year cumulative cash flow is positive and cash flow is positive each year | One year cash flow was calculated. Cash flow was (\$60,704). |
| | 9D: Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest and lease payments) | | Debt service coverage ratio is less than 1.1 | Debt service coverage ratio is equal to or exceeds 1.1 | Not measured |

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|--|--|-----------------------|
| <p>THE SCHOOL IS FINANCIALLY STABLE OVER TIME.</p> | <p>9E: Is the school meeting financial reporting and compliance requirements?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit • All other reporting requirements related to the use of public funds | |
| | <p>9F: Is the school following Generally Accepted Accounting Principles (GAAP)?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • A qualified audit opinion • An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses • An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report | <p>Audit</p> |

ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

ORGANIZATIONAL PERFORMANCE

11. EDUCATION PROGRAM:

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|---|--|-----------------------|
| <p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p> | <p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p> | <p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p> | <p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p> | |
| | <p>11B: Is the school complying with applicable education requirements?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Instructional days and/or minutes requirements • Graduation and promotion requirements • Content standards, including Common Core State Standards • The administration of state assessments • Implementation of mandated programming as a result of state or federal funding | |

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|---|--|--|
| <p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p> | <p>11C: Is the school protecting the rights of Students with Disabilities?</p> | <p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans | <p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans • Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities. • Discipline, including due process protections, manifestation determinations and behavioral intervention plans • Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans | <p>A team from the school and the district meet regularly about student identification and services.</p> |

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
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| <p>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</p> | <p>11D: Is the school protecting the rights of English Language Learner students?</p> | <p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Development and implementation of required plans related to the service of ELL students • Proper steps for identification of students in need of ELL services • Appropriate and equitable delivery of services to identified students • Appropriate accommodations on assessments • Exiting of students from ELL services • Ongoing monitoring of exited students | <p>While there are identification measures, there is no current ELL plan in place, and no current ELL students.</p> |

ORGANIZATIONAL PERFORMANCE

12. GOVERNANCE AND REPORTING:

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|--|--|---|--|---|
| <p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p> | <p>12A: Is the school complying with applicable governance requirements?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> • Board policies • Board bylaws • State open meetings law • Code of ethics • Conflicts of interest • Board composition and/or membership rules | <p>This indicator nearly meets standard.</p> <p>The following should be addressed in the bylaws:</p> <ul style="list-style-type: none"> • Voting by mail (not allowed) • Action without meeting and voting through ballots (not allowed). • Rationale for holding an executive session must reflect the allowable provisions in the law • All committees of the board must follow public meetings law • Conflicts of interest are personal and governed by the Oregon Government Ethics Commission; they cannot be determined by a vote of the |

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| | | | | <p>charter school board.</p> <p>The school should ensure that it has all legally required policies.</p> <p>The school should ensure that board meeting agendas are posted on website for ease of access to the public.</p> |
| | <p>12B: Is the school holding its administration accountable?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance | <p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> • Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement • The board conducting an annual evaluation of the administrator's performance | <p>A full assessment framework is being built.</p> |

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|---|--|--|---|-----------------------|
| <p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p> | <p>12C: Is the school complying with reporting requirements?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> • Performance planning and performance • Attendance and enrollment reporting • Compliance with the charter contract and all applicable laws • Timely submission of all deliverables • Additional information as requested by the district | |

ORGANIZATIONAL PERFORMANCE

13. STUDENTS AND EMPLOYEES:

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
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| <p>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</p> | <p>13A: Is the school protecting the rights of all students?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> • Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment) • The collection and protection of student information • Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction • Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices) | <p>While it is advisable to omit questions about racial demographics or disability status from student lottery forms unless the school is running a weighted lottery, if these are included, the school should ensure there is a non-discrimination statement on the application.</p> <p>Family handbook:</p> <ul style="list-style-type: none"> • Ensure that volunteerism is not or does not appear to be a barrier to enrollment or requirement for continued enrollment. • Ensure that families know fees are waived if they cannot pay. • Include the ways in which families can access SpEd services and ELL supports if needed. |

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| | <p>13B: Is the school meeting teacher and other staff credentialing requirements?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background check and fingerprinting requirements for all staff and volunteers.</p> | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check and fingerprinting requirements for all staff and volunteers.</p> | <p>There are two staff members whose licenses and registries are in process, but they are not yet in the TSPC system.</p> |
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ORGANIZATIONAL PERFORMANCE

14. SCHOOL ENVIRONMENT:

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|--|---|--|--|-----------------------|
| THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS. | 14A: Is the school complying with facilities and transportation requirements? | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act • Fire inspections and related records • Viable certificate of occupancy or other required building use authorization • Documentation of requisite insurance coverage • Student transportation | |
| | 14B: Is the school complying with health and safety requirements? | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate nursing services and dispensing of pharmaceuticals • Food service requirements | |

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|--|---|---|---|-----------------------|
| <p>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</p> | <p>14C: Is the school handling information appropriately?</p> | <p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials | <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities • Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities • Transferring of student records • Proper and secure maintenance of testing materials | |

ORGANIZATIONAL PERFORMANCE

15. ADDITIONAL OBLIGATIONS:

| STANDARD | INDICATOR | DOES NOT MEET STANDARD | MEETS STANDARD | SOURCE(S) OF EVIDENCE |
|---|---|---|--|-------------------------------------|
| <p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p> | <p>15A: Is the school complying with all other obligations?</p> | <p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) | <p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> • Revisions to state charter law • Intervention requirements required by the district • Action items assigned by the district • Requirements by other entities to which the charter school is accountable (e.g. ODE) | <p>No evidence of noncompliance</p> |

OVERALL PERFORMANCE: CHARTER SCHOOL COMMENTS

Academic Performance Comments: At Woodland Charter School we recognize that students will develop academically at a different pace than traditional public schools. This looks like students not scoring as high in the early elementary grades, approaching district average by 5th grade, and then meeting or exceeding district average in the middle school years.

Based on the rubric, we scored poorly compared to TRSD Schools which were based on scores for the K-5 Grade range. When looking at how we compare in the executive summary you can see that we do achieve at levels that would be at the top of district schools in Grades 6 and 8 in both ELA and Mathematics. This appeared to be an area of the greatest deficit according to the rubric, so we wanted to point out that we are achieving at high levels in the upper grades that we serve.

CONTACT

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