

Hope Chinese Charter School Annual Evaluation Beaverton School District November 18, 2013



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School Board Goal for 2010-15: 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 five 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 K and 1 receive 75% of their instruction in Chinese and 25% in English. English language arts classes are taught by a staff member who is proficient in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students participate in a variety of modes of instruction including large group, small group, and individual learning time
2	<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. • More than 95% of students met or exceeded end-of-year grade level benchmarks on the DRA. • All students demonstrated academic achievement and improvement by completing grade level requirements for promotion to the next grade. Hope Chinese met the student achievement charter renewal criteria for year 1.
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 courses are taught by teachers 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. • 85% 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 2013-14 budget has been provided to the District. • Hope Chinese ended the first year of operation with a net income of \$171,030, 26.4% of total income. • After the first year of operation, Hope Chinese’s ending fund balance is almost \$171,030 or 27% of the budgeted expenditures in 2013-14. • The retention rate for students during the school year was 86%. The return rate for students enrolled at the end of the year was 94%.

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 K and 1 receive 75% of their instruction in Chinese and 25% in English. English language arts classes are taught by a staff member who is proficient in English. BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. Students participate in a variety of modes of instruction including large group, small group, and individual learning time

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;

5.1.5 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 4, 2013. During the visit, Chinese language arts, English language arts, and math instruction were observed in grades K-1.

Findings

- English Language Arts classes are taught by a teacher proficient in English.
- Students in grade K and 1 receive 75% of their instruction in Chinese and 25% in English.
- 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, and individual learning time. The majority of students observed were engaged in classroom tasks. A minority of students struggled to focus at times.
- During the course of the visit, students were asked to recall information, make and record scientific observations, develop conceptual understanding of math procedures, acquire and use correct vocabulary and pronunciation, comprehend text and make predictions.
- 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 was aligned with District learning targets as detailed here:

Math

- *work with equal groups of objects and use repeated addition to find the number of objects in a rectangular array.*

ELA

- Learn most one-to-one letter sound correspondences
- Answer simple questions based on materials read and describe information gained from text in own words.
- Develop an interpretation of texts using prior knowledge, personal connections, questions, and predictions.

Science

- Identify and use tools to make careful observations and answer questions about the natural world.

- Instructional materials employed during the 2012-13 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"> • The school monitors student progress using a variety of assessments that also inform instructional decisions. • More than 95% of students met or exceeded end-of-year grade level benchmarks on the DRA. • All students demonstrated academic achievement and improvement by completing grade level requirements for promotion to the next grade. Hope Chinese met the student achievement charter renewal criteria for year 1.

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:

5.7.1 First Year of Operation. For the Charter School's first year of operation, the Charter School will be deemed to have met the student achievement requirements of this charter if 95 percent of its students have documented academic achievement and improvement during the initial school year. If less than 95 percent of the Charter School's students have documented academic achievement and improvement during the initial school year, the Charter School will be deemed to have not met the student 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 Assessments	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Chinese Language Writing Assessments	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
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 Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.

- The State's English Language Proficiency Assessment (ELPA) was administered to all 4 ELL students enrolled in 2012-13.
- More than 95% of students met or exceeded end-of-year grade level benchmarks on the DRA.
- Since Oregon Hope enrolled students only in kindergarten and 1st grade, OAKS data is not available.
- Academic progress and achievement: All students demonstrated academic achievement and improvement by completing grade level requirements for promotion to the next grade.

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 courses are taught by teachers 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. • 85% of parents believe the school is doing a good job preparing their child for the next school year.

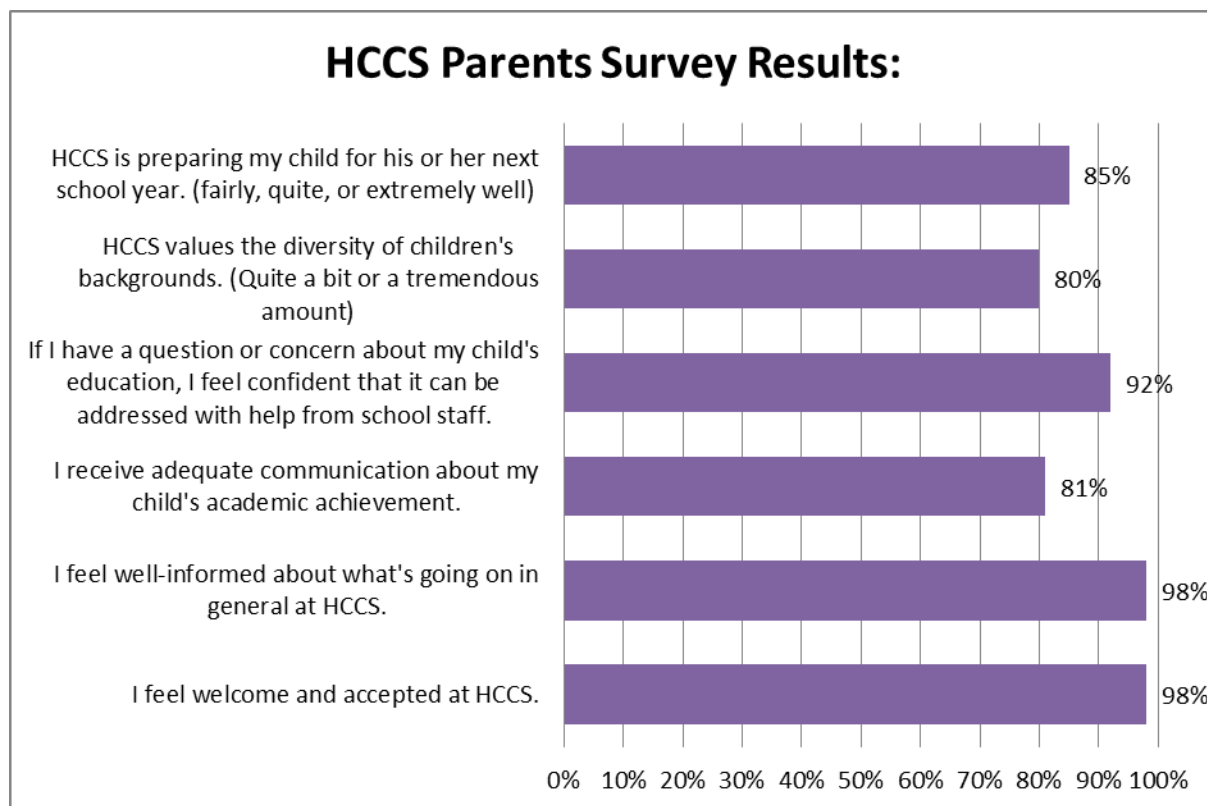
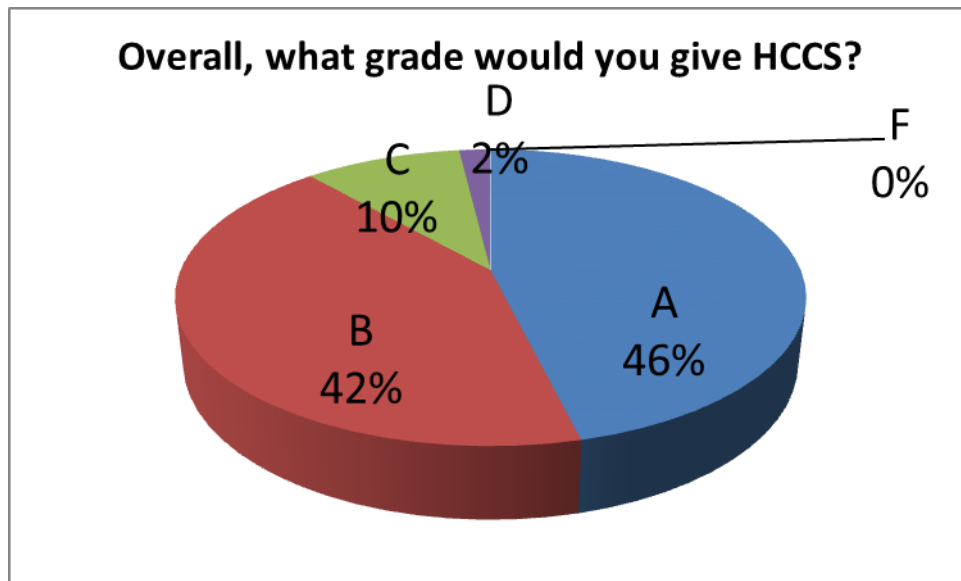
Charter requirements

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 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.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all courses are taught by teachers 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.
- Teachers participated in substantial professional development with follow-up coaching in 2012-13 on Chinese immersion instructional practices, Singapore math, FOSS Science, and Step up to Writing. In addition, on-going training and coaching in PBIS, curriculum mapping, Google Apps, and Daily 5 were conducted.
- A web-based survey of 2012-13 charter school parents was conducted by the school in the spring. A total of 53 parents participated. 88% of parents awarded an A or B grade to HCCS. 85% of parents believe the school is doing a good job preparing their child for the next school year.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2013-14 budget has been provided to the District. Hope Chinese ended the first year of operation with a net income of \$171,030, 26.4% of total income. After the first year of operation, Hope Chinese's ending fund balance is almost \$171,030 or 27% of the budgeted expenditures in 2013-14. The retention rate for students during the school year was 86%. The return rate for students enrolled at the end of the year was 94%.

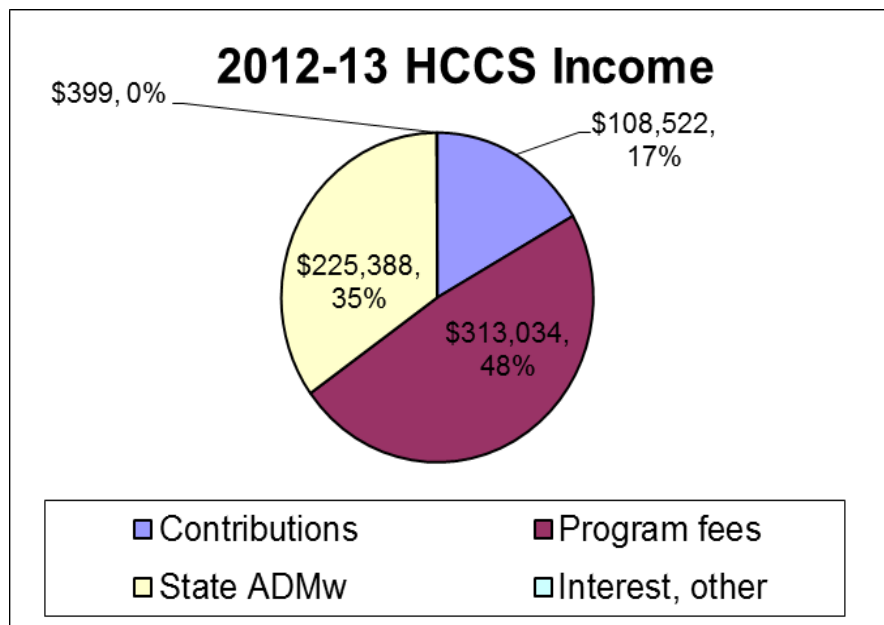
Charter Requirements

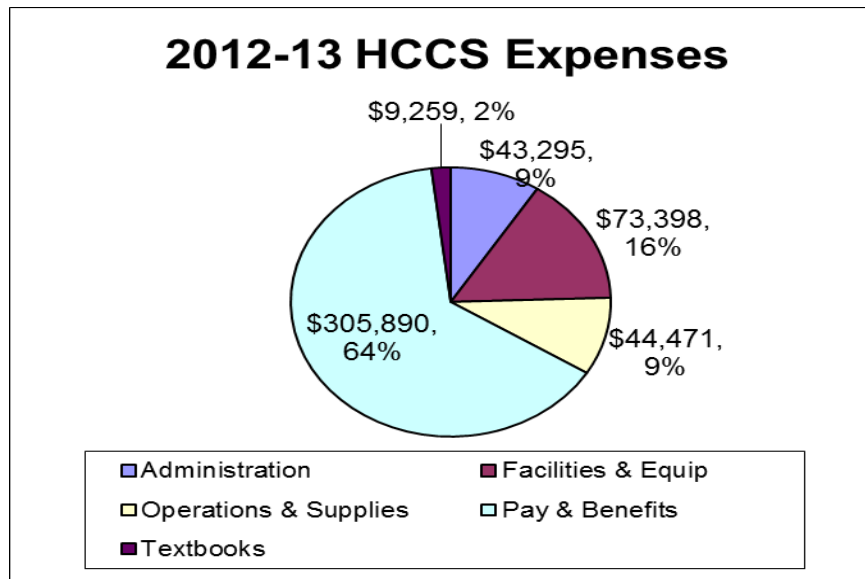
13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform 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.

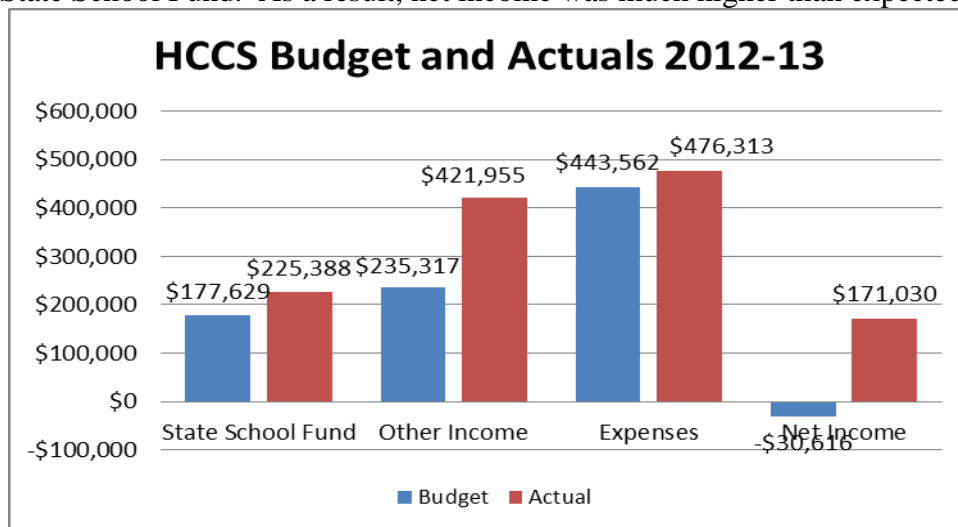
Findings

- The 2013-14 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 \$171,030 on total revenues of \$647,343 and \$476,313 total expenses. State School fund accounts for 35% of the school's income. Income and Expenses are summarized in the charts below:





- Compared to the 2012-13 budget, income was higher than anticipated due to contributions and increased State School Fund. As a result, net income was much higher than expected.



- After the first year of operation, Hope Chinese's ending fund balance is almost \$171,030 or 27% of the budgeted expenditures in 2013-14.
- The retention rate for students during the school year was 86%. Of the 10 students who withdrew during the year, 3 returned to BSD schools and the other 7 transferred to schools outside of the District or outside Oregon. The return rate of students enrolled at the end of the year was 94%.

2013-14 Return Rate	Total
Active students at end of 2012-13	64
Returned to Hope Chinese	60
Not in BSD	3
In BSD School	1
Return rate	94%