

Arco Iris Spanish Immersion 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 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 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 1- 4 receive 75% of their instruction in Spanish and 25% in English. Students in grades 5 and 6 receive 50% of their instruction in Spanish and 50% 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, partners, and individual learning time. In 14 observations, 90% of students were assessed as engaged in the lesson or instructional task at the time of the observation.
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. • The percentages of Arco Iris students exceeding and meeting standard on the OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The difference in performance narrows greatly when only non-poverty students or students whose first Language is English are compared. • Greater percentages of Arco Iris students met OAKS growth targets than their District peers. • Arco Iris met the student achievement charter renewal criteria for year 3.
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All classes at Arco Iris are taught by licensed or registered teachers, although two teachers do not meet the federal definition of “highly qualified”. • ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. • Teachers participate in a significant number of hours of professional development. • The majority of surveyed parents rate their child’s academic growth as good or excellent. Four in five parents rate student-teacher relationships, student-student relationships, and school ambience as good or excellent.
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • A copy of the annual audit for 2011-12, conducted by a licensed auditor, was submitted to the District shortly after December 15. • Arco Iris ended the third year of operation with a net income of \$74,233, 7.8% of total income. • After the third year of operation, Arco Iris’s ending fund balance is almost \$240,000, nearly 18% of the budgeted expenditures in 2013-14 • The retention rate of students enrolled at the end of the year was 88%.

Indicator	Key Question and Findings
1	<p data-bbox="331 247 1295 283">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 325 1461 684" style="list-style-type: none"> <li data-bbox="331 325 1442 472">• Students in grade 1- 4 receive 75% of their instruction in Spanish and 25% in English. Students in grades 5 and 6 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by a staff member who is proficient in English. <li data-bbox="331 472 1344 546">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="331 546 1461 684">• Students participate in a variety of modes of instruction including large group, small group, partners, and individual learning time. In 14 observations, 90% of students were assessed as engaged in the lesson or instructional task at the time of the observation.

Charter Requirements

5.1 Overview. AISICS 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 1st, 2nd and 3rd grades, 75% of daily instruction will be in Spanish and 25% in English;

5.1.3 In 4th and 5th grades, 50% of daily instruction will be in Spanish and 50% in English;

5.1.4 Differentiated instruction in all classes;

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

5.1.6 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;

5.1.7 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;

5.1.8 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt Story Town, Zaner-Bloser handwriting materials, Houghton Mifflin Science Discovery Works, Every Child a Winner, and Smart Moves or other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Arco Iris's education program set forth in the Application, so long as Arco Iris notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use; and

5.1.9 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

Arco Iris's mission is "to offer a solid Spanish immersion education that will prepare students to be responsible citizens and life-long learners with strong values. Bilingualism, biliteracy, cultural competence and high academic performance make up the framework for our mission at Arco Iris".

Site Visit

The prescribed site visit was conducted by the District’s Administrator for Accountability on April 17-18, 2013. During the visit, math instruction was observed in grades 1-6, language arts, science, and social science instruction in grades 1-6, and English language arts for grades 1-4.

Findings

- English Language Arts classes are taught by staff proficient in English.
- Students in grade 1- 4 receive 75% of their instruction in Spanish and 25% in English. Students in grades 5 and 6 receive 50% of their instruction in Spanish and 50% 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. Students used computer software in math to reinforce or extend their learning
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, partner work, and individual learning time. In 14 observations, 90% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Students demonstrated their understanding of lessons to their classmates or individually to the teacher. Teacher-student interactions were frequent.
- During the course of observations, students were asked to recall information, draw conclusions, develop conceptual understanding of math procedures, write in journals, and correctly use vocabulary and verb tenses.
- Immersion techniques observed during the site visit included frequent use of comprehension checks, establishment of classroom routines, 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. Learning targets were either posted or explicitly stated in the majority of classrooms observed during the site visit. Observed instruction was aligned with District learning targets as detailed here:

Math

- Add and simplify fractions.
- Name corresponding vertices, sides, and angles in congruent figures.
- Represent data in a histogram.
- Translate between fractions, decimals, and percentages.
- Use correct math vocabulary

ELA

- How to choose a topic and develop a personal narrative.
- Sequence events and add supporting details in narrative writing

- Instructional materials employed during the 2012-13 school year included *Singapore Math*, *Story Town* for English Language Arts, *Lecturas* for Spanish Language Arts, and *Ciencias* for Science, and *History Alive* for 6th grade social studies.

Indicator	Key Question and Findings
2	<p data-bbox="331 401 743 436">How well are students learning?</p> <ul data-bbox="331 443 1468 800" 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 OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The difference in performance narrows greatly when only non-poverty students or students whose first Language is English are compared. • Greater percentages of Arco Iris students met OAKS growth targets than their District peers. • Arco Iris met the student achievement charter renewal criteria for year 3.

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 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 in the fall and spring of each school year the American Council of Teaching Foreign Languages rubric of proficiency;

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 first-, second-, third-, and fourth-grade student in the fall and spring of each school year, the Early Language Listening and Oral Proficiency Assessment;

5.6.4 Administering to each fifth-grade student in the fall and spring of each school year the Center of Applied Learning's Oral Proficiency Exam; and

5.6.5 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; and the average academic achievement of Arco Iris students must meet or exceed the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program. The following procedure will be used to measure Arco Iris's performance towards meeting the student achievement requirements:

5.7.2 Second Year and Subsequent Years of Operation. During Arco Iris's second school year of operation, and each school year thereafter, Arco Iris will be deemed to have met the student achievement requirements of this Charter if the average academic achievement of Arco Iris students, using assessment methods consistent with the practices in the District's two-way immersion classrooms, meets or exceeds the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program for the same school year. The comparison of achievement of Arco Iris students and Barnes Elementary students shall be made on a grade-by-grade basis, and shall compare Arco Iris students in a particular grade against all Barnes Elementary students in that same grade if such student is enrolled in a two-way immersion program at the time

of the assessment, except that any student who has been enrolled in an immersion program for one school year or less shall not be included in the calculations of student achievement for either Arco Iris or Barnes Elementary. If (a) the average achievement of Arco Iris students does not meet or exceed the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program, and (b) 55 percent or more of the Arco Iris students fail to meet the average academic achievement for Barnes Elementary students enrolled in its two-way immersion program, Arco Iris will be deemed to have not met the student achievement requirements of this Charter.

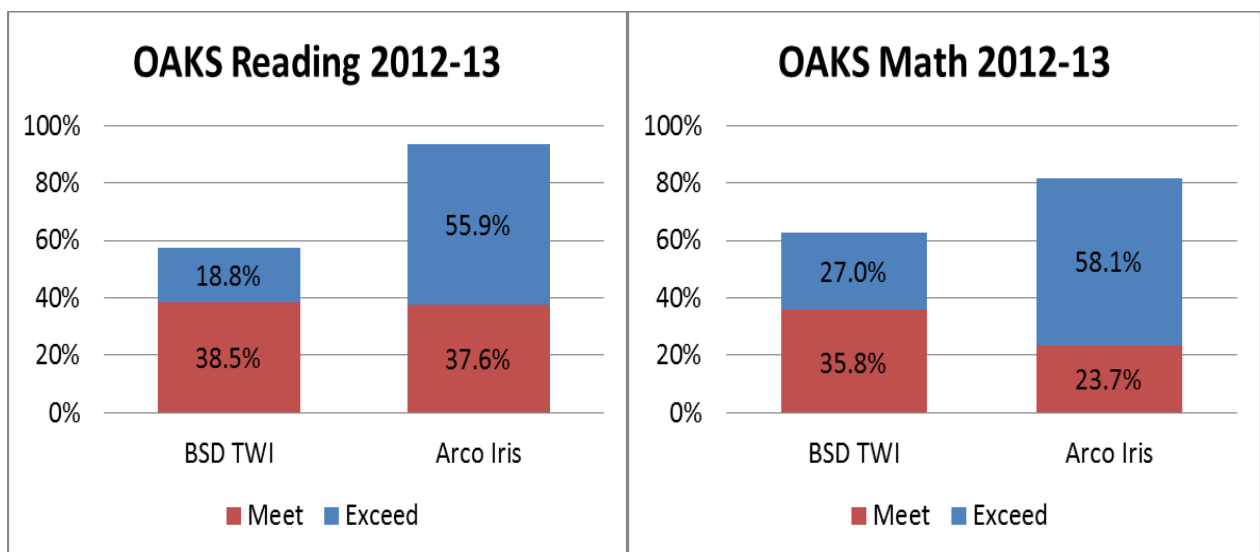
Findings

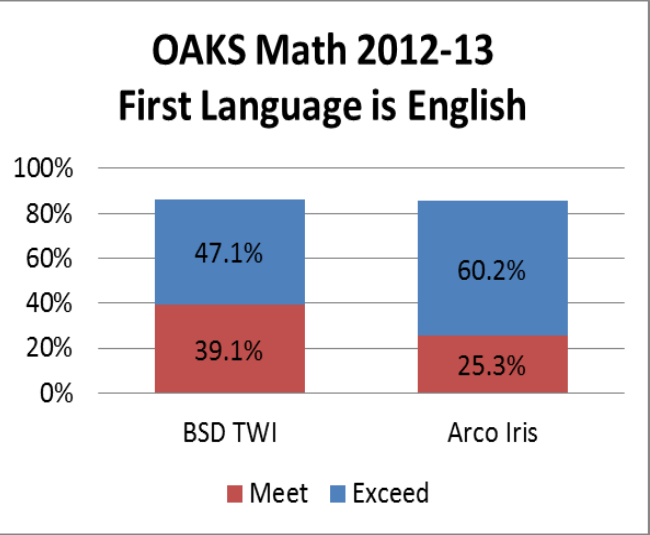
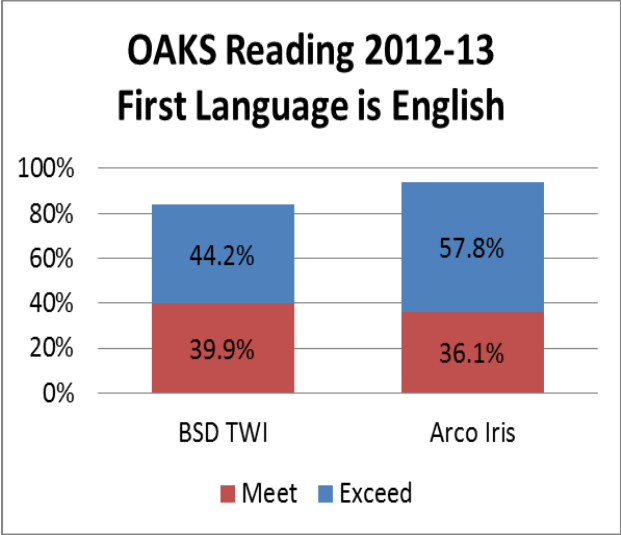
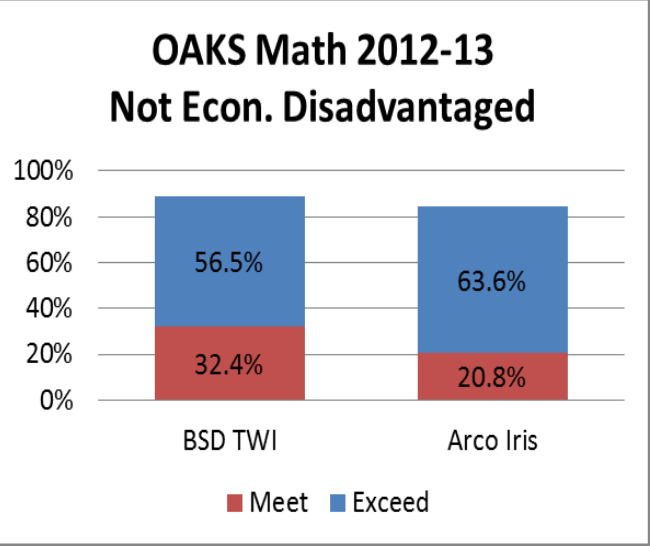
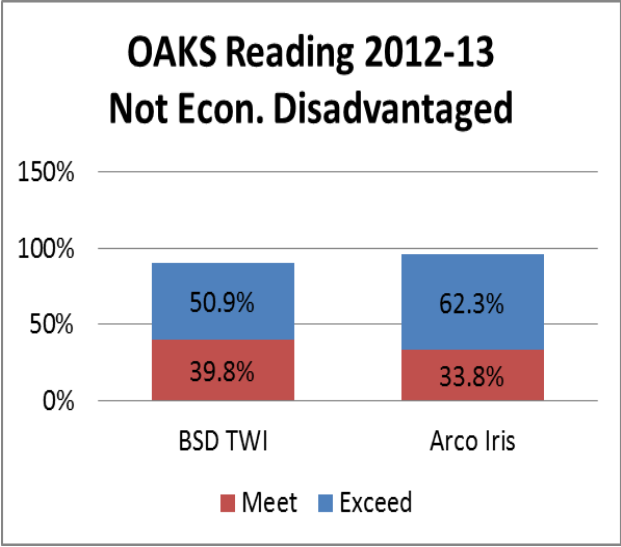
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
Arco Iris Language Assessment (AILA)	Evaluates the four domains of reading, writing, listening, and speaking	Places students in appropriately leveled Spanish groups and tracks end-of-year progress.	End of each trimester – reported in trimester progress reports,
Spanish Reading Assessment (part of AILA)	Assesses Spanish reading fluency and comprehension	Places students in appropriately leveled Spanish groups and tracks end-of-year progress.	Beginning and end-of-year for new students; end of year for returning students
Spanish Proficiency Evaluation: Teacher Observation Matrix - Student Oral Proficiency Assessment (TOM-SOPA)	Provides an in-class evaluation of each student’s proficiency in speaking and listening	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	End of each trimester – reported in trimester progress reports.
Spanish Proficiency Evaluation: Student Oral Proficiency Assessment (SOPA) and Early Language Listening and Oral Proficiency (ELLOPA)	Formulates formal proficiency rating and growth measure in speaking and listening	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	End of year
Developmental Reading Assessments (DRAs)	Assesses English reading fluency and comprehension	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning of year for new students and Year End; or as needed
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 – as well as weekly and end-of-unit assignments. Year End Writing assessment assessed internally and externally in April.

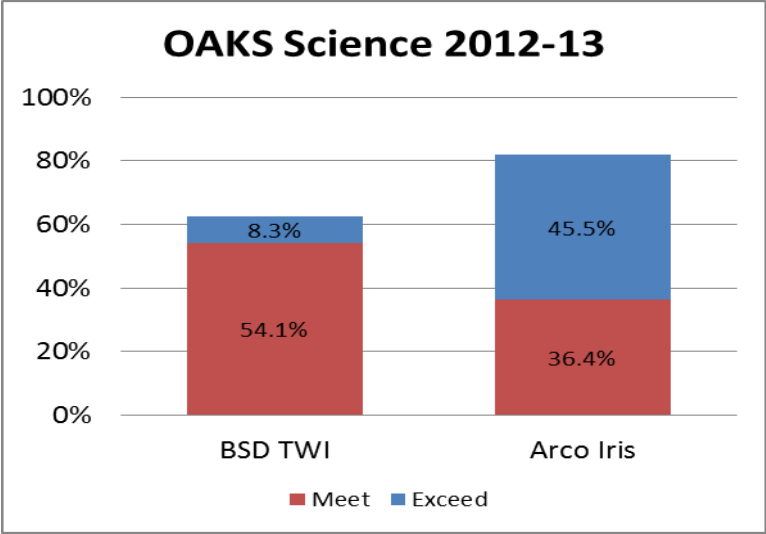
Singapore Math Assessments	Assess and tracks progress in math concepts	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.
Minute Math	Quizzes computational skills	Provides disciplined computation skill building	Weekly with immediate feedback on results
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.
Oregon Assessment of Knowledge and Skills (OAKS)	Assesses students’ mastery of Oregon content standards	Informs Arco Iris how our students compare to the rest of the state. Used as a baseline of student progress.	Up to two times per year as-needed; Dec - April.

- The State’s English Language Proficiency Assessment (ELPA) was administered to all five students enrolled in 2012-13 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the OAKS Reading and the OAKS Math tests are substantially greater than their Two Way Immersion peers in the District. The difference in performance narrows greatly when only non-poverty students or students whose first Language is English are compared.

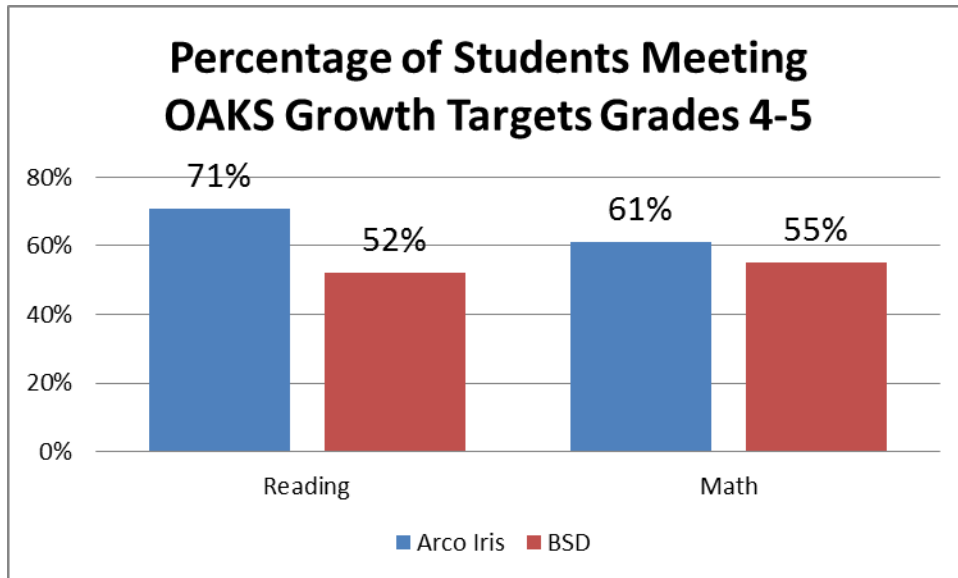




- Arco Iris 5th graders also outperform their Two-Way immersion peers on the OAKS Science Assessment.



- Due to the discontinuation of the OAKS Writing assessment at grade 4, a comparison of student performance in writing is not available.
- Greater percentages of Arco Iris students met OAKS growth targets than their District peers.



- Arco Iris met the student achievement charter renewal criteria for year 3. The percentage of Arco Iris students meeting or exceeding standards on OAKS assessments exceeds the percentage of Barnes Elementary students enrolled in its two-way immersion program meeting or exceeding standards in each subject at each grade level.

Percentage of Students Meeting Standards on 2012-13 OAKS

Math	Grade 3	Grade 4	Grade 5
Barnes	76%	64%	53%
Arco Iris	87%	79%	67%
Renewal Criteria	Met	Met	Met
Reading	Grade 3	Grade 4	Grade 5
Barnes	57%	67%	62%
Arco Iris	>95%	94%	83%
Renewal Criteria	Met	Met	Met
Science			Grade 5
Barnes			62%
Arco Iris			75%
Renewal Criteria			Met

Indicator	Key Question and Findings
3	<p data-bbox="331 247 1422 283">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 289 1435 577" style="list-style-type: none"> <li data-bbox="331 289 1422 359">• All classes at Arco Iris are taught by licensed or registered teachers, although two teachers do not meet the federal definition of “highly qualified”. <li data-bbox="331 365 1341 434">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="331 441 1435 476">• Teachers participate in a significant number of hours of professional development. <li data-bbox="331 483 1414 577">• The majority of surveyed parents rate their child’s academic growth as good or excellent. Four in five parents rate student-teacher relationships, student-student relationships, and school ambience as good or excellent.

Charter requirements

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

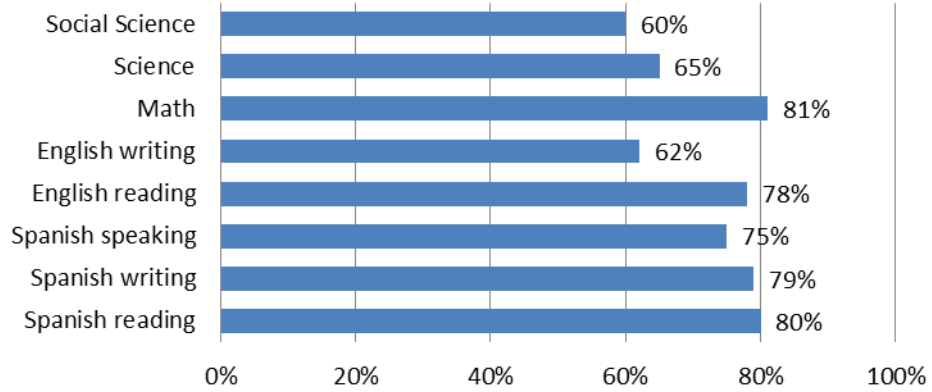
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

18.3 ELL Classes. All teachers providing programs specialized for ELL Students will be taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.

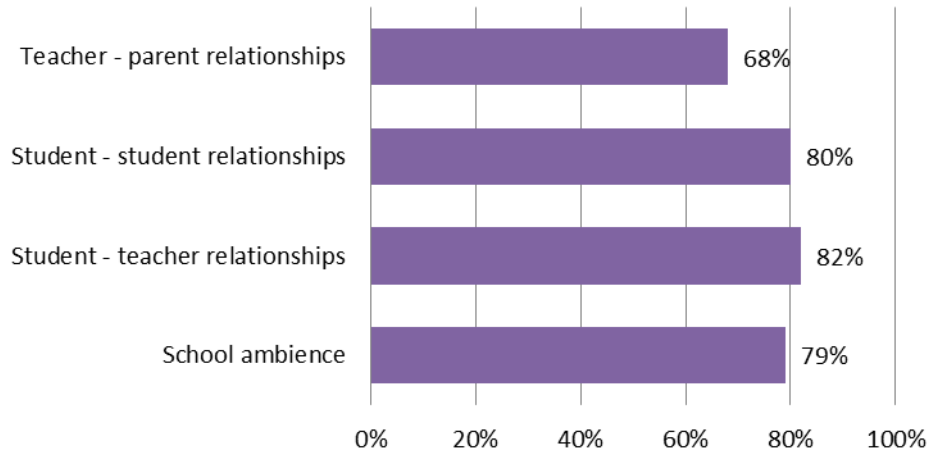
Findings

- English Language Arts classes are taught by the instructional leader who is proficient in English and appropriately certified.
- Spanish classes are taught by bilingual Spanish/English teachers with native or near-native proficiency in Spanish.
- All Arco Iris teachers are appropriately licensed or on the charter school registry maintained by TSPC. However, two teachers are working on meeting the federal definition of “highly qualified”.
- ELL students are 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 Singapore math and PBIS, continuing professional development from 2011-12. In addition, on-going training and coaching in Spanish immersion techniques and teaching strategies were provided.
- A web-based survey of 2012-13 charter school parents was conducted by the school in the spring. A total of 59 parents participated. The majority of surveyed parents rate their child’s academic growth as good or excellent. Four in five parents rate student-teacher relationships, student-student relationships, and school ambience as good or excellent.

Parent Survey: My child's growth this year has been good or excellent:



Parents rating as good or excellent:



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • A copy of the annual audit for 2011-12, conducted by a licensed auditor, was submitted to the District shortly after December 15. • Arco Iris ended the third year of operation with a net income of \$74,233, 7.8% of total income. • After the third year of operation, Arco Iris’s ending fund balance is almost \$240,000, nearly 18% of the budgeted expenditures in 2013-14 • The retention rate of students enrolled at the end of the year was 88%.

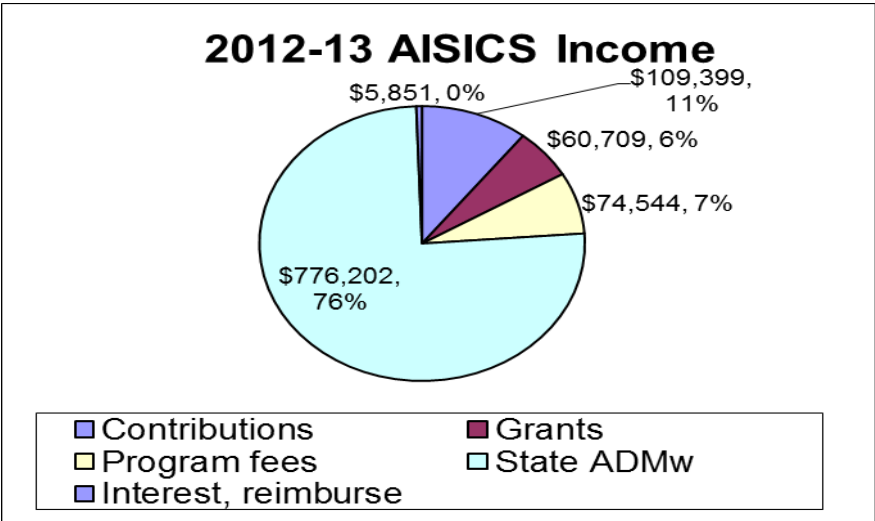
Charter Requirements

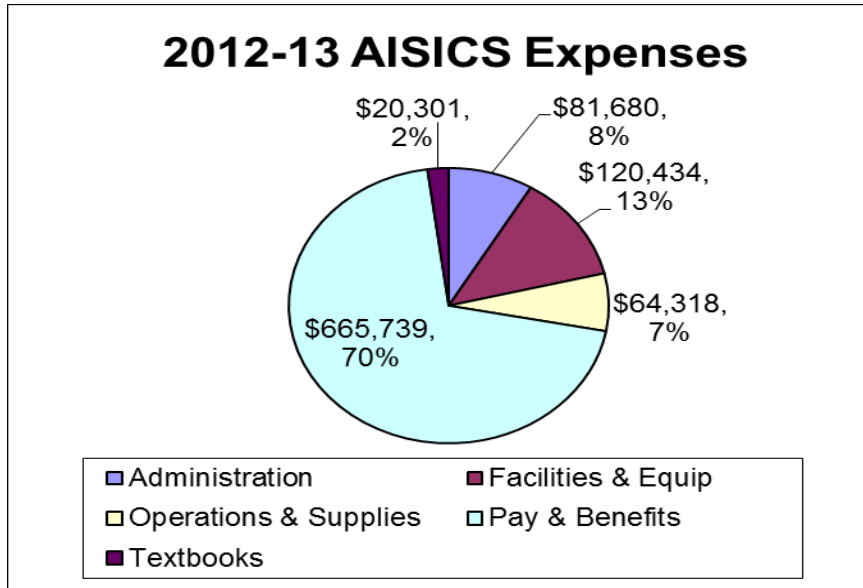
13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. AISICS will deliver a copy of the final audit to the District no later than September 15.

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

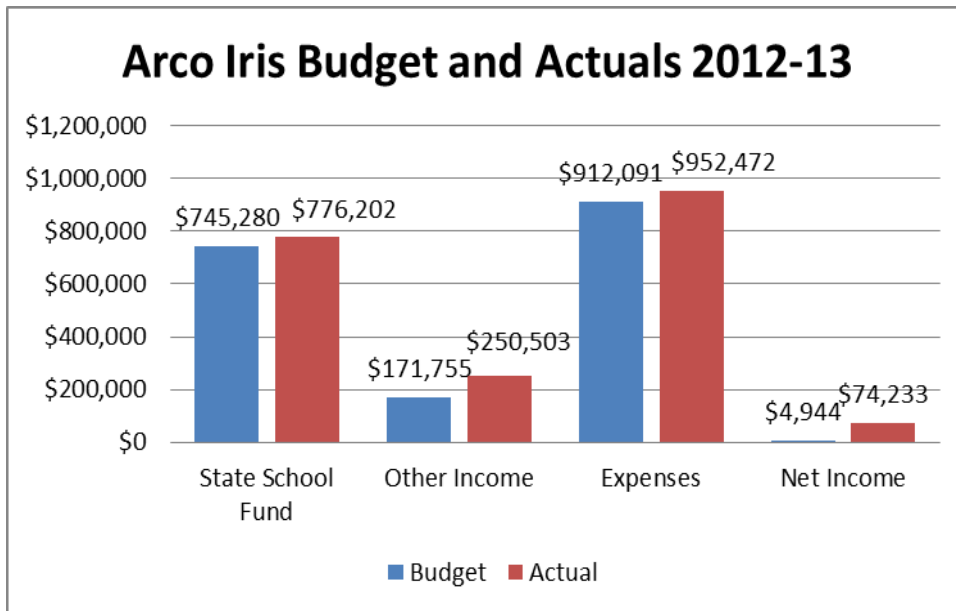
Findings

- The annual audit for 2011-12, conducted by a licensed auditor, was submitted to the District in a timely manner. The audit found that the school’s financial statements accurately reflect the school’s financial position after the second year of operation.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the third year of operation with net income of \$74,233 on total revenues of \$1,026,705 and \$952,472 total expenses. State School fund accounts for 76% of the school’s income, down from 81% the prior year. The amount of contributions nearly doubled from the previous year. Expenditures for facilities and equipment have doubled from the prior year, in part due to investments in technology. Income and Expenses are summarized in the charts below:

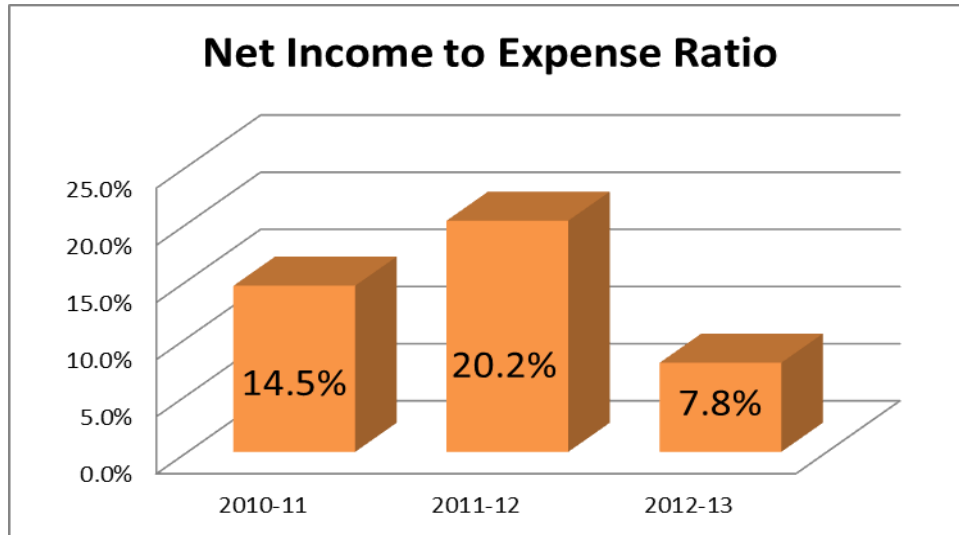




- Compared to the 2012-13 budget, income was higher than anticipated due to grants and contributions. As a result, net income was much higher than expected.



- Net income for the school was half of that from the prior year. The projected ending fund balance for the school after the third year of operation is close to \$240,000, nearly 18% of the 2013-14 budget.



- The 2013-14 budget has been provided to the District.
- The retention rate of students enrolled at the end of the year was 88%. 5% of students returned to a BSD school.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Active students at end of year	36	45	23	17	8	129
Returned to Arco Iris	34	41	23	10	5	113
Not in BSD	2	3		4		9
In BSD School		1		3	3	7
Return rate	94%	91%	100%	59%	63%	88%