

Arco Iris Spanish Immersion School Annual Evaluation Beaverton School District October 30, 2017



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

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.

School Mission

Arco Iris's mission is "to offer a solid education that includes Spanish immersion and a rigorous mathematical curriculum that will prepare students to be responsible citizens and lifelong learners with strong values".

Site Visit

The prescribed site visit was conducted by two Teaching and Learning staff on April 25, 2017. During the visit, math instruction was observed in grades 1-6, English language arts in grades 1-5, and other subjects, including Spanish language arts, in grades 4-6.

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- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English. • BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. • The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation.
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 Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. • Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in TWI are at the state average (50th percentile). The median growth percentile for Smarter Balanced Math is significantly lower for Arco Iris students compared to their District peers in Dual Language programs. • Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment. • Arco Iris met the student achievement requirements under the current six-year Charter.
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 one teacher does not meet the federal definition of “highly qualified” for her assignment. • 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. • In 2017, 7 in 8 parents gave the school an overall letter grade of A or B, similar to the results for prior years. The percentage of parents agreeing that Arco Iris meets the individual academic needs of their child has decreased over the past three years.
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 2015-16, conducted by a licensed auditor, was submitted to the District on December 15. • Arco Iris ended the sixth year of operation with a net income of \$226,956; 11% of total income for the year. • Net income for the school tripled from the prior year. The ending fund balance for the school after the seventh year of operation is \$688,411; over 32% of the budgeted expenditures in 2017-18. • The return rate for students in grades 1-7 enrolled at the end of June 2017 was 90%, the same as in 2016.

Indicator	Key Question and Findings
1	<p data-bbox="331 216 1292 247">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 254 1451 575" style="list-style-type: none"> <li data-bbox="331 254 1451 394">• Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6-8 receive 50% of their instruction in Spanish and 50% in English. English language arts classes are taught by staff members who are fully licensed and proficient in English. <li data-bbox="331 401 1451 499">• BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. <li data-bbox="331 506 1451 575">• The majority of classroom observations featured large group instruction with relatively low levels of cognitive demand and limited differentiation.

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 Kindergarten and first through fifth grades, approximately 75 percent of daily instruction will be given in Spanish and 25 percent in English;
- 5.1.3 In sixth, seventh and eighth grades, approximately 50 percent of daily instruction will be given in Spanish and 50 percent 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 align with applicable Oregon State Standards, ORS 329.045, and Arco Iris's education program set forth in the Application. Arco Iris will notify the District in writing of its intent to use instructional materials 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.

Findings

- English Language Arts classes are taught by fully licensed staff proficient in English.
- Students in grade 1- 5 receive 75% of their instruction in Spanish and 25% in English. Students in grades 6 - 8 receive 50% of their instruction in Spanish and 50% in English.
- Differentiation was observed in some language arts classrooms, primarily in the form of book choices for reading or topic choice for writing or speeches.
- During the site visit, teachers primarily conducted large group instruction with some individual learning time. Partner or small group work was also frequently employed. In 20

observations, 84% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Student engagement varied by classroom. Teacher-student interactions were frequent but with varied levels of effectiveness. In one classroom, the teacher read the lesson from the textbook and quizzed students on the material. Students were provided opportunities to demonstrate their understanding of lessons to their classmates or individually to the teacher. In multiple classrooms, instructional time was lost during transitions between subjects or activities. Effectively engaging all students in instruction also varied by classroom.

- During the course of observations, students were asked to copy information from the board, complete worksheets, read grade appropriate texts and answer comprehension questions, produce writing, practice number fact families, and solve math problems. Overall, most assignments and learning targets would be classified as Depth of Knowledge Level 1 or 2.
- 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. Learning targets addressed in observed instruction include:

Math

- Multiplying and dividing fractions
- Adding and subtracting using place value strategies
- Order, compare, and graph integers
- Multiply and divide within 100
- Describe attributes of quadrilaterals
- Count, read, write, add, and subtract within 40

Language Arts

- Write opinion pieces
- Use correct capitalization and punctuation
- Determine main ideas in informational text and integrate information from two sources
- Effectively present information
- Read grade-level texts with purpose

Physical Education, Science, Social Studies, Spanish Language Arts

- Identify and describe significant events and cultures within geographic regions
- Identify and conjugate verbs
- Use correct capitalization and punctuation

- Immersion techniques observed during the site visit included frequent use of visual supports and comprehension checks, establishment of classroom routines, and effective teacher talk (clear and accurate use of language, repeating as needed, scaffolding in first language, etc.)
- Instructional materials employed during the 2016-17 school year included *Singapore Math*, For 1st through 4th grade, *Story Town* for English Language Arts, *Santillana Descubre* for Spanish Language Arts in 1st through 3rd, *Santillana Yabisi* in 4th through 8th, *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for Social Studies. For 5th-8th grade ELA, a selection of short stories, poetry, novels, Notice & Note for literature analysis, and Lucy Calkin’s “Units of Study” for writing.

Indicator	Key Question and Findings
2	<p data-bbox="331 254 743 285">How well are students learning?</p> <ul data-bbox="331 296 1468 947" style="list-style-type: none"> <li data-bbox="331 296 1468 359">• The school monitors student progress using a variety of assessments that also inform instructional decisions. <li data-bbox="331 369 1468 548">• The percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared. <li data-bbox="331 558 1468 695">• Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in TWI are at the state average (50th percentile). The median growth percentile for Smarter Balanced Math is significantly lower for Arco Iris students compared to their District peers in Dual Language programs. <li data-bbox="331 705 1468 768">• Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment. <li data-bbox="331 779 1468 947">• Arco Iris met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Charter Requirements

5.6 Student Assessment. Arco Iris will assess student performance (a) in the manner set forth in this Charter, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students, including assessments required for any District two-way immersion programs. The assessments will include:

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

5.6.2 Administering to each student each school year the Oregon Statewide Assessments to the extent the District requires its students to take such assessment;

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

5.7 Student Achievement. All Arco Iris students must meet the District's learning targets for each grade level for each subject. Arco Iris will be deemed to have met the student achievement requirements of this Charter if, on a subject-by-subject basis, the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in English language arts, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

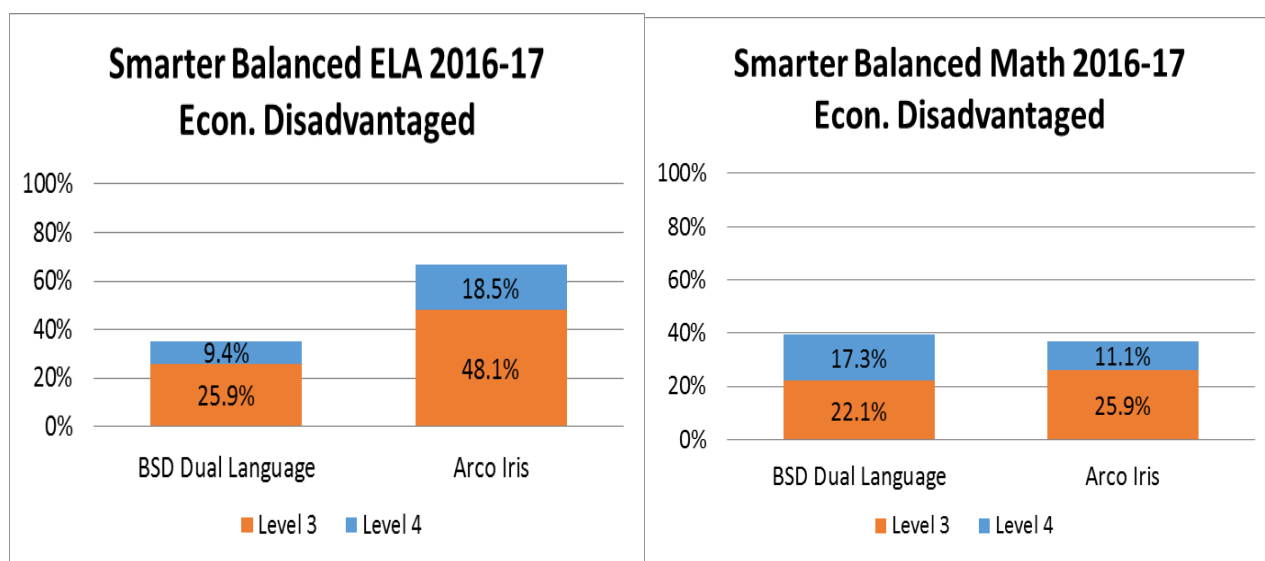
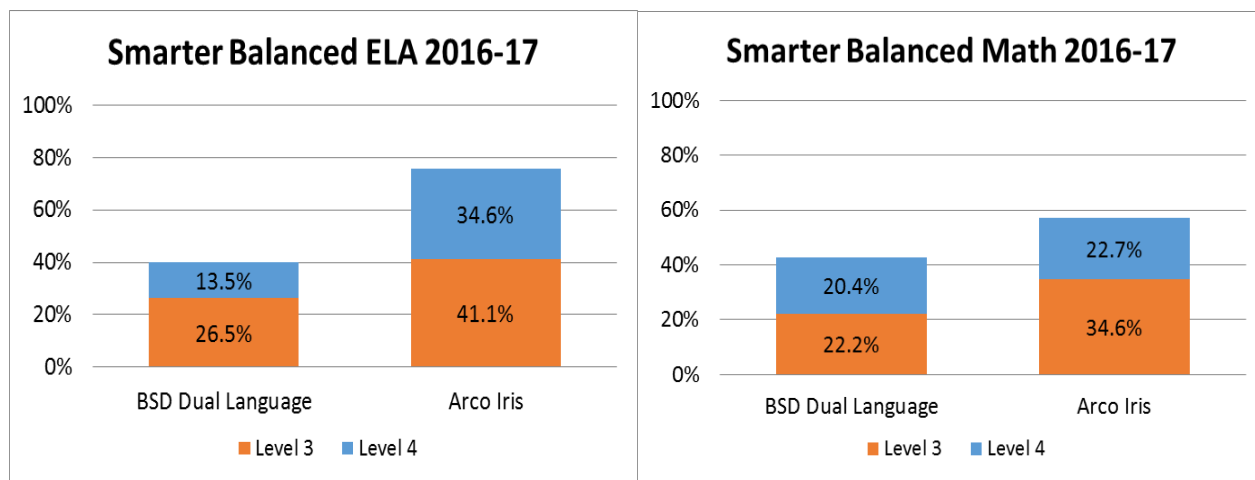
Findings

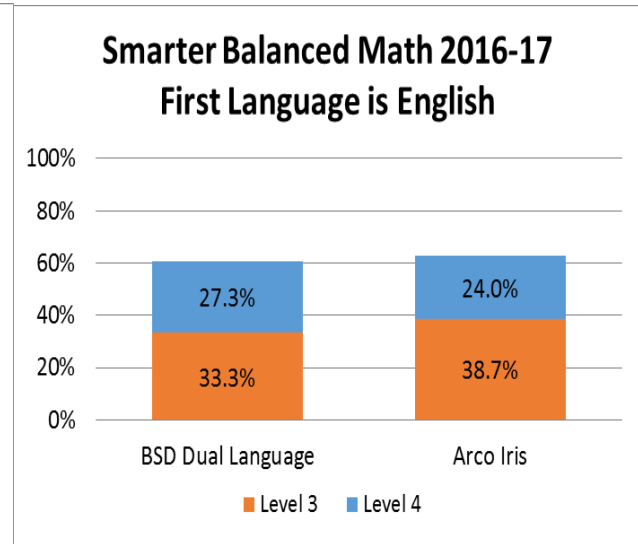
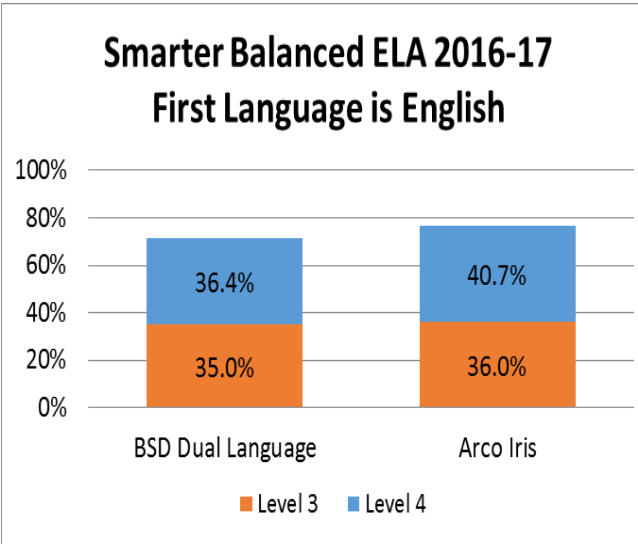
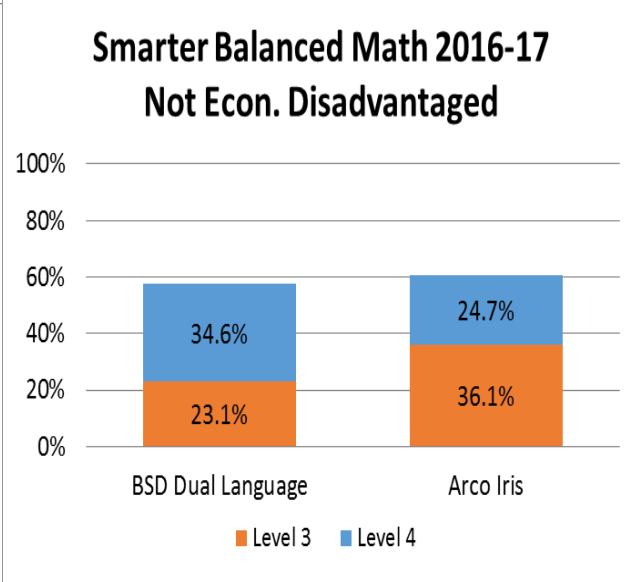
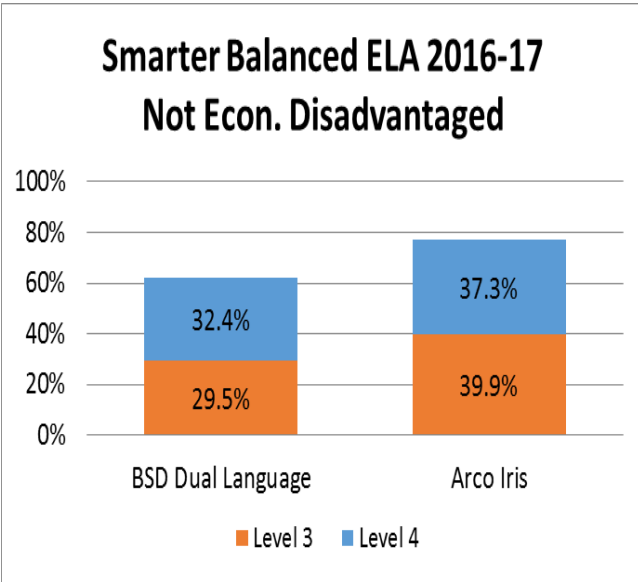
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
ELPA (English Language Proficiency Assessment)	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
IRLA(English)	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	Twice a year for 1 st /2 nd grade. Twice a year for 3 rd through 8 th to validate Easy CBM data.
ENIL(Spanish)	Assesses student reading abilities and comprehension.	Progress monitoring and leveling for students	New students get tested at the beginning of the year (all grades). Twice a year for all grades 1 st through 8 th .
Easy CBM	Assesses early reading skills (grade 1) as well word fluency, vocabulary, comprehension (grade 2-8). Assesses numbers and operations skills in math, as well as algebra, geometry, and measurement skills.	Progress monitoring and leveling for students	Weekly for intervention students. Three(3) times a year(beginning, middle, and end)
Writing Samples and Year End Assessment	Measures and assesses student's performance and growth in the writing process	Guides teaching strategies and identifies learning gaps in student's writing.	End of each trimester – beginning of year as well as end of each trimester.
Singapore Math Assessments	Assess and tracks progress in math concepts for grades 1-5.	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.

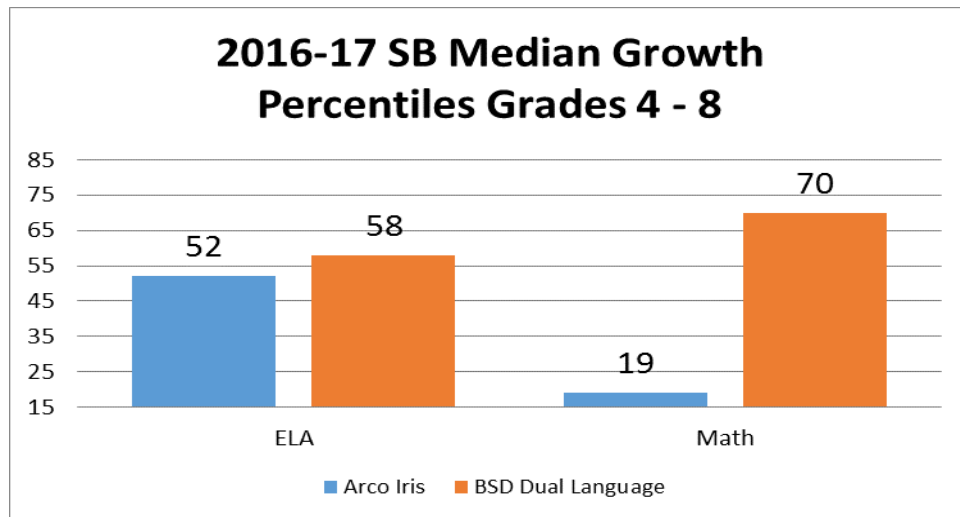
Smarter Balanced English Language Arts and Mathematics, Oregon Assessment of Knowledge and Skills Science	Assesses students' mastery of Oregon content standards	Informs how Arco Iris students compare to the rest of the state. Used as a baseline measure of student progress.	Annually.
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- The State's English Language Proficiency Assessment (ELPA21) was administered to all fourteen students enrolled in 2016-17 receiving or eligible for ELD services.
- As shown in the graphs below, the percentages of Arco Iris students exceeding and meeting standard on the Smarter Balanced English Language Arts and Mathematics tests are substantially greater than their Dual Language peers in the District. As in previous years, the differences in performance narrow greatly when only non-poverty students or students whose first language is English are compared.

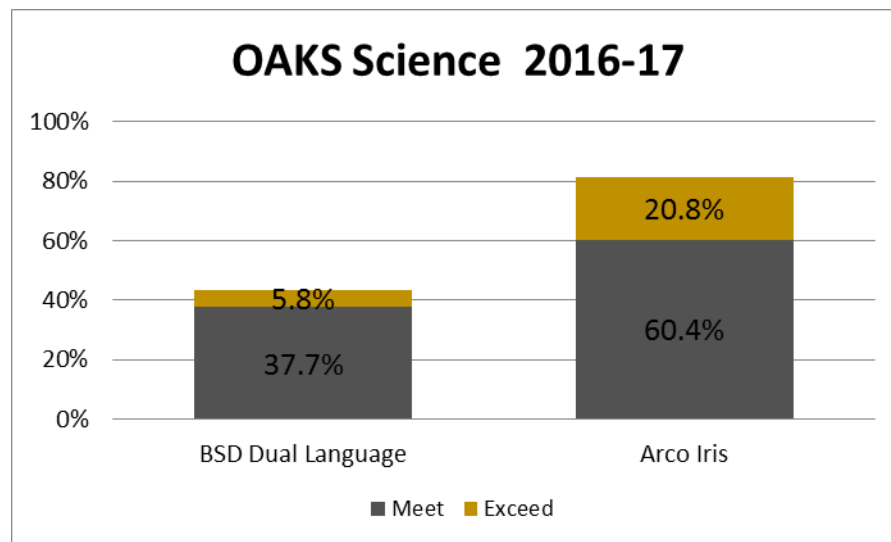




- Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in Dual language programs are above the state average (50th percentile). The median growth percentile for Smarter Balanced Math is significantly lower for Arco Iris students compared to their District peers in Dual Language programs. The median growth percentile in math for Arco Iris students dropped from 63 in 2014-15 to 31 in 2015-16 to 19 in 2016-17. During the same three year period, the median growth percentiles in English Language Arts have remained in the 50s for Arco iris students.



- Arco Iris students continue to outperform their Dual Language peers on the OAKS Science Assessment.



- Arco Iris met the student achievement requirements under the current six-year Charter: the percentage of Arco Iris students meeting or exceeding achievement standards on State assessments in reading, mathematics, and science is greater than or equal to the corresponding percentage for students enrolled in the District’s two-way immersion programs.

Indicator	Key Question and Findings
3	<p data-bbox="331 254 1422 289">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 296 1463 657" style="list-style-type: none"> <li data-bbox="331 296 1243 331">• All classes at Arco Iris are taught by licensed or registered teachers. <li data-bbox="331 331 1341 405">• ELL students are taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement. <li data-bbox="331 405 1433 441">• Teachers participate in a significant number of hours of professional development. <li data-bbox="331 441 1463 657">• In 2017, 7 in 8 parents gave the school an overall letter grade of A or B, similar to the results for prior years. However, for the first time, more parents gave the school a B than an A grade. The percentage of parents agreeing they felt included and welcome in the school community has increased over the past three years while the percentage of parents agreeing that Arco Iris meets the individual academic needs of their child has decreased.

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.

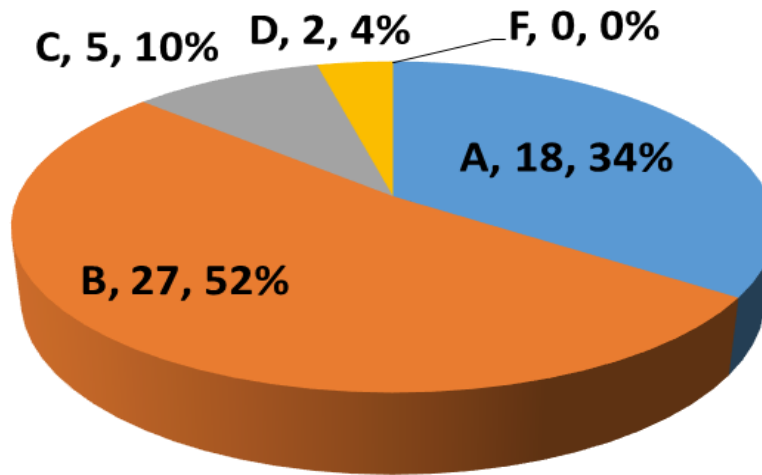
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

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.

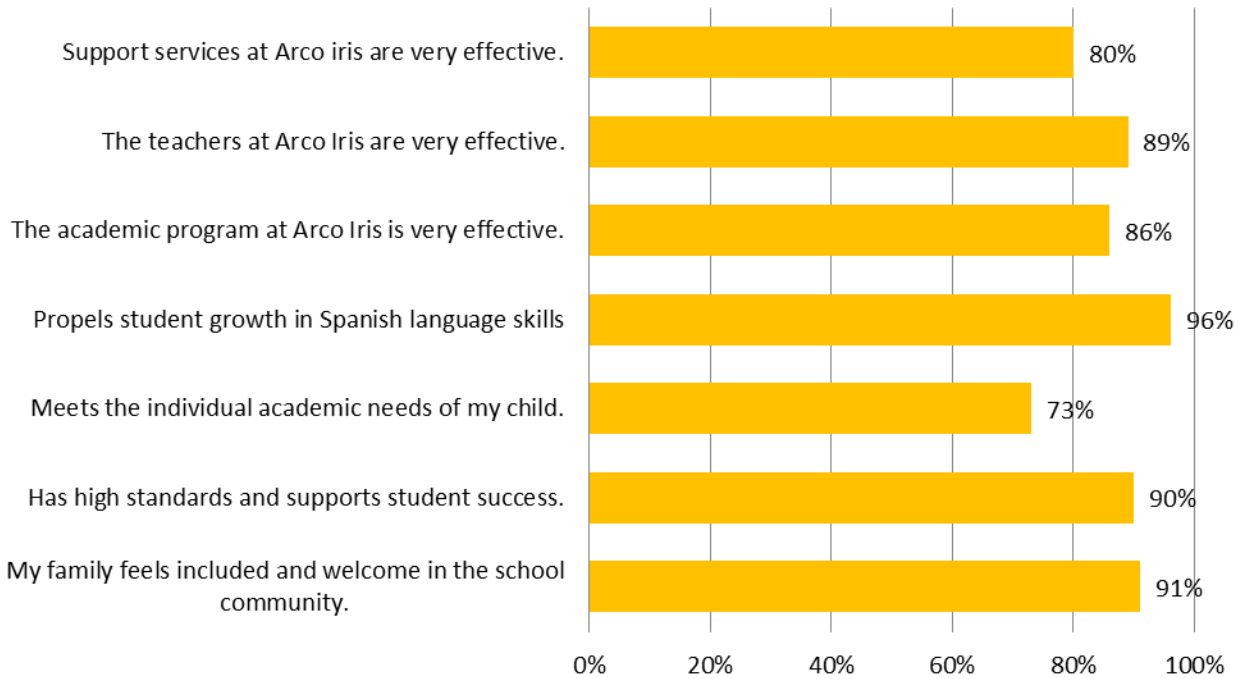
Findings

- English Language Arts classes are taught by staff who are 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.
- 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 2016-17 on PBIS, continuing professional development from previous years in this area. In addition, teachers engaged in activities to improve their skills in Spanish language assessments, monitoring student progress and differentiation strategies, and Singapore Math curriculum.
- In 2017, 7 in 8 parents gave the school an overall letter grade of A or B, similar to the results for prior years. However, for the first time, more parents gave the school a B than an A grade. The percentage of parents agreeing they felt included and welcome in the school community has increased 13 percentage points from 2015 to 91%. In contrast, the percentage of parents agreeing that Arco iris meets the individual academic needs of their child decreased by 13 percentage points over the same period to 73%.

Overall, what grade would you give Arco Iris?



Arco Iris Parents Survey Results:



Indicator	Key Question and Findings
4	<p data-bbox="332 247 1047 283">To what extent is the school on sound financial footing?</p> <ul data-bbox="332 289 1461 625" style="list-style-type: none"> <li data-bbox="332 289 1364 357">• A copy of the annual audit for 2015-16, conducted by a licensed auditor, was submitted to the District on December 15. <li data-bbox="332 363 1429 430">• Arco Iris ended the sixth year of operation with a net income of \$226,956; 11% of total income for the year. <li data-bbox="332 436 1461 546">• Net income for the school tripled from the prior year. The ending fund balance for the school after the seventh year of operation is \$688,411; over 32% of the budgeted expenditures in 2017-18. <li data-bbox="332 552 1453 619">• The return rate for students in grades 1-7 enrolled at the end of June 2017 was 90%, the same as in 2016.

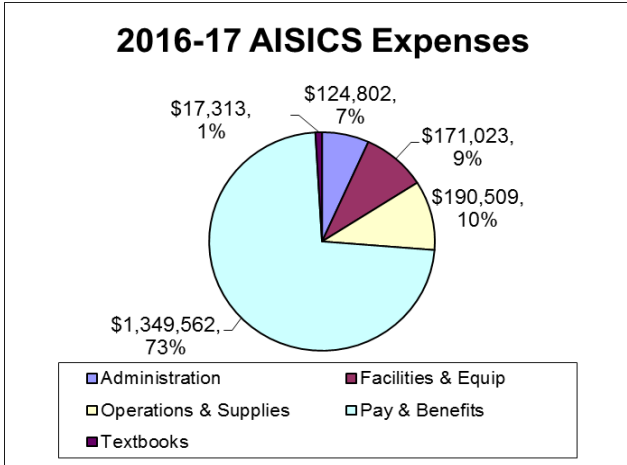
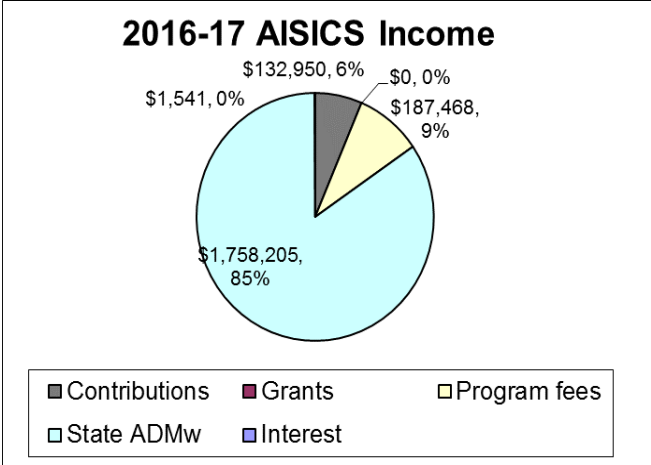
Charter Requirements

13.4 Arco Iris 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, ORS 297.405 to 297.555 and 297.990, as it may be amended from time to time. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Arco Iris will deliver a copy of the final audit to the District, the Oregon Department of Education, and the State Board of Education no later than each September 15 during the term of this Charter.

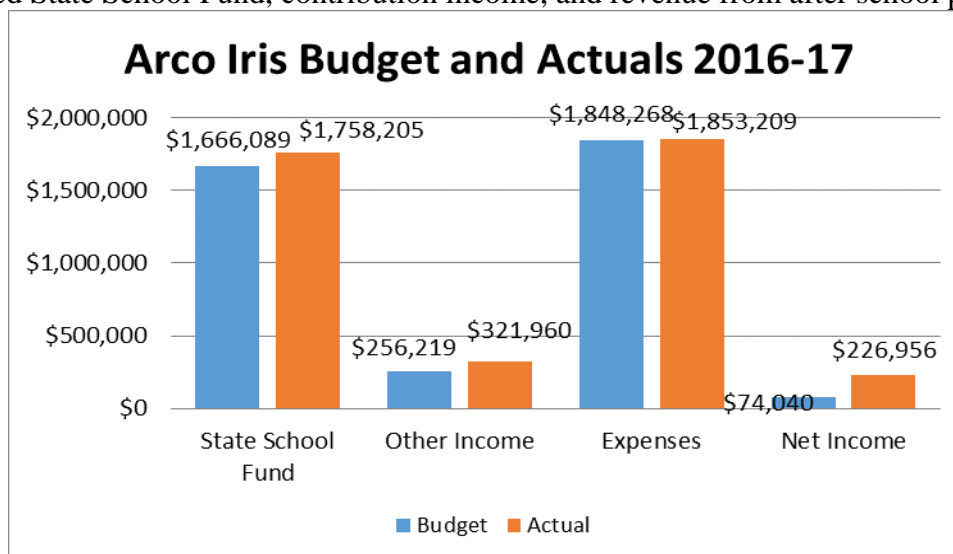
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

Findings

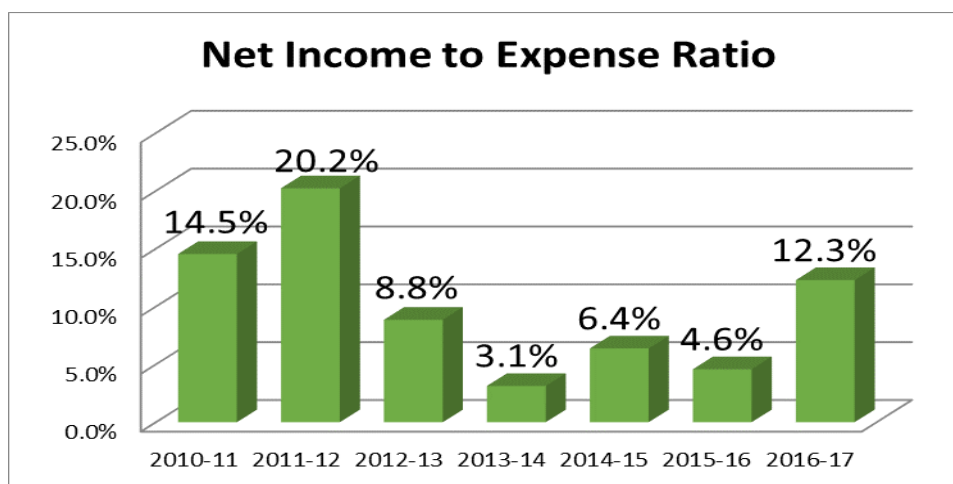
- The annual audit for 2015-16, conducted by a licensed auditor, and the 2017-18 budget were submitted to the District in a timely manner. The audit found that the school's financial statements accurately reflect the school's financial position after the sixth year of operation.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the seventh year of operation with net income of \$226,956 on total revenues of \$2,080,165 and \$1,853,209 total expenses. State School fund accounts for 85% of the school's income, approximately the same percentage as last year. Contributions account for 6% of total income, the same percentage as in 2014-15. Income and expenses are summarized in the graphs below:



- Compared to the 2016-17 budget, actual net income was three times higher than anticipated due to increased State School Fund, contribution income, and revenue from after school programs.



- Net income for the school tripled from the prior year. The ending fund balance for the school after the seventh year of operation is \$688,411; over 32% of the budgeted expenditures in 2017-18.



- The 2017-18 budget was provided to the District in May.
- The return rate for students in grades 1-7 enrolled at the end of June 2017 was 90%, the same as in 2016.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	51	47	49	49	42	39	277
Returned to Arco Iris	46	45	48	46	29	34	248
Returned to BSD school	3			1	7	3	14
Enrolled in another district	1	1	1	2	3	1	9
Home school or private school	1	1			3	1	6
Return rate	90%	96%	98%	94%	69%	87%	90%