

Arco Iris Spanish Immersion School

Annual Evaluation

Beaverton School District

October 18, 2016



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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.

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 vast majority of classroom observations can be characterized by large group instruction with relatively low levels of cognitive demand and little 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 Two Way Immersion 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 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 Two-Way Immersion programs. Arco Iris students continue to outperform their Two-Way Immersion peers on the OAKS Science Assessment. Arco Iris did not meet the student achievement charter renewal criteria for year 3 of the Charter. The percentage of Arco Iris students meeting or exceeding standards on state assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except Smarter Balanced Math for grades 6, 7, 8, and grades 6-8 combined.
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 2016, 9 in 10 parents gave the school an overall letter grade of A or B, the same percentage as in 2015. A similar proportion of parents agree that the school’s academic program and the school’s teachers are very effective.
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 2014-15, 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 \$78,188; 5% of total

	<p>income for the year.</p> <ul style="list-style-type: none"> • After the sixth year of operation, Arco Iris's ending fund balance is \$480,000, over 25% of the budgeted expenditures in 2016-17. • The retention rate of students enrolled at the end of 2016 was 89%, down from 82% in 2014.
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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 vast majority of classroom observations can be characterized by large group instruction with relatively low levels of cognitive demand and little 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, 75 percent of daily instruction will be given in Spanish and 25 percent in English;

5.1.3 In sixth, seventh and eighth grades, 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.

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 two Teaching and Learning staff on February 23, 2016. During the visit, math instruction was observed in grades 1-6, language arts, science, and social science instruction in grades 1-8, and Spanish language arts for grades 1-5.

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 and 7 receive 50% of their instruction in Spanish and 50% in English.
- Differentiation observed in 2 of 16 classrooms. The differentiation observed was minimal; in one classroom students were allowed to choose books for independent reading; in another, a student was given an additional assignment after completing the first. No pre-planned differentiation based on individual student achievement levels was observed.
- During the site visit, teachers were primarily observed using large group instruction with some individual learning time. Partner or small group work was observed in only two of eight classes. In 20 observations, 85% of students were assessed as engaged in the lesson or instructional task at the time of the observation. Teacher-student interactions were frequent and with varied levels of effectiveness. In two classrooms, fewer than half the students responded to the teacher's directions. Students were given few opportunities to demonstrate their understanding of lessons to their classmates or individually to the teacher. Checks for understanding were minimal and relied heavily on student self-assessment.
- During the course of observations, students were asked to copy information from the board, complete worksheets, read grade appropriate texts and answer comprehension questions, and practice number fact families. Significant amounts of time were spent reviewing completed assignments at the board in multiple classrooms. Overall, most assignments and learning targets would be classified as Depth of Knowledge Level 1 or 2. One lesson required students to think strategically and draw new conclusions from the information learned.
- 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 vast majority of classrooms observed during the site visit. Learning targets addressed in observed instruction include:

Math

- Recognize multiplication as equal grouping
- Understand concepts of angles and accurately measure them
- Order and compare fractions, decimals, and percentages
- Understand and write money in terms of fractions

Language Arts

- Write informative/explanatory texts
- Use correct capitalization and punctuation
- Read a nonfiction text and answer comprehension questions
- Identify character traits

Science

- Define vocabulary terms using information in the textbook

Social Studies

- Create clear and coherent grade-appropriate speech and text
- Identify the countries of Africa on a map

Spanish Language Arts

- Identify the parts of a paragraph
- Write a 5 sentence paragraph
- Identify interrogative and exclamatory sentences

- 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 2015-16 school year included *Singapore Math*, *Story Town* for English Language Arts, *Lecturas* for Spanish Language Arts, and *Fusion Ciencias* for Science, and *Historia Y Ciencias Sociales* for social studies.

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. • 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 Two Way Immersion 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 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 Two-Way Immersion programs. • Arco Iris students continue to outperform their Two-Way Immersion peers on the OAKS Science Assessment. • Arco Iris did not meet the student achievement charter renewal criteria for year 3 of the Charter. The percentage of Arco Iris students meeting or exceeding standards on state assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except Smarter Balanced Math for grades 6, 7, 8, and grades 6-8 combined.

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 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 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; and

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 grade-by-grade basis, 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. Based on Arco Iris's demonstrated academic performance during the term of the initial charter agreement, notwithstanding the foregoing, the District agrees

that it will not have the right to terminate this Charter for Arco Iris's failure to meet student achievement requirements for any school year so long as (a) Arco Iris met student achievement requirements for the immediately preceding school year, and (b) in at least 67 percent of the grades served by Arco Iris and required to administer State assessments on a grade-by-grade basis, 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; provided that in the event Arco Iris fails to meet or exceed district percentages for any school year pursuant to this Paragraph 5.7, Arco Iris shall develop and implement a plan of improvement to address deficiencies and to improve student achievement in areas where Arco Iris failed to meet or exceed district percentages. Arco Iris shall develop such plan within sixty (60) days of receipt of final test scores indicating such failure and shall deliver a copy of the plan to the District upon completion of the plan.

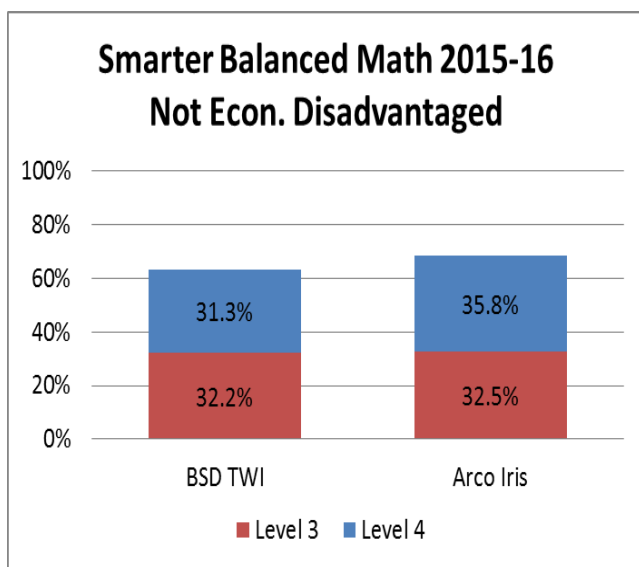
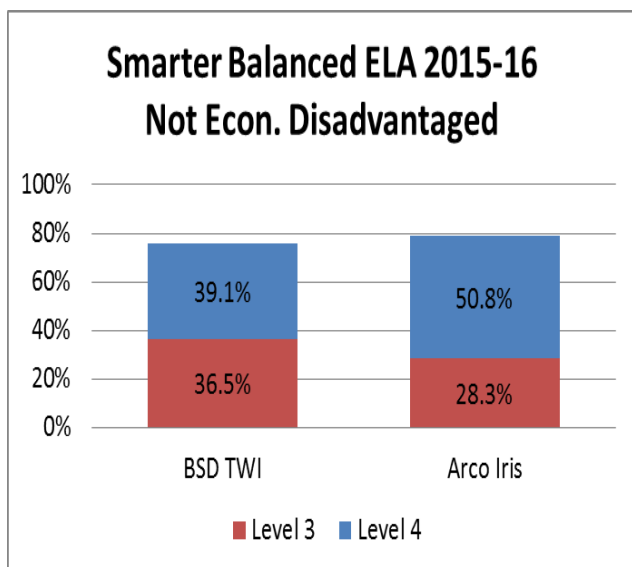
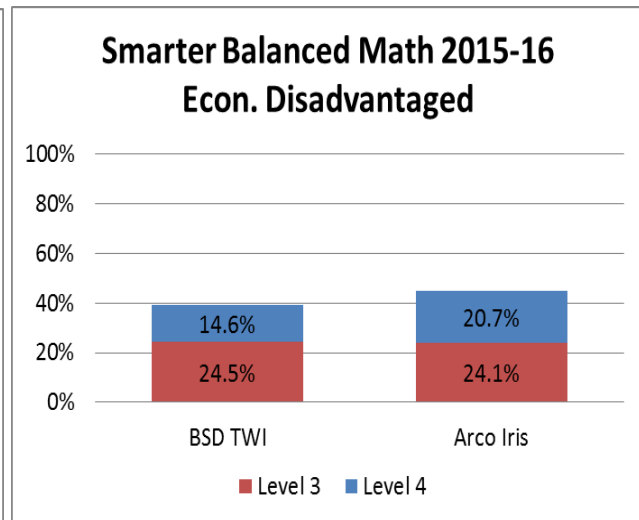
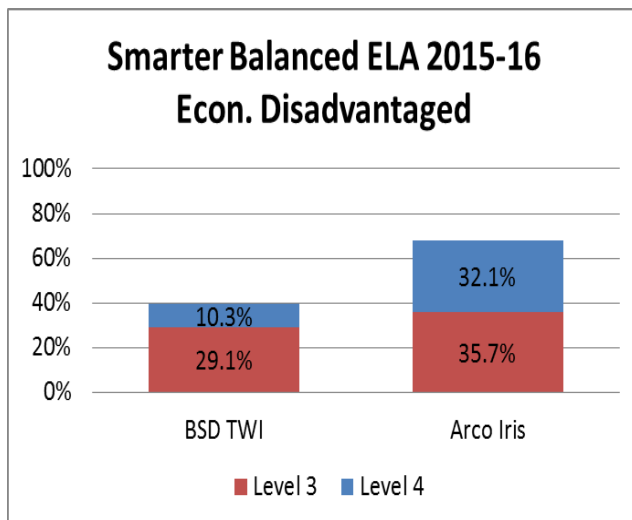
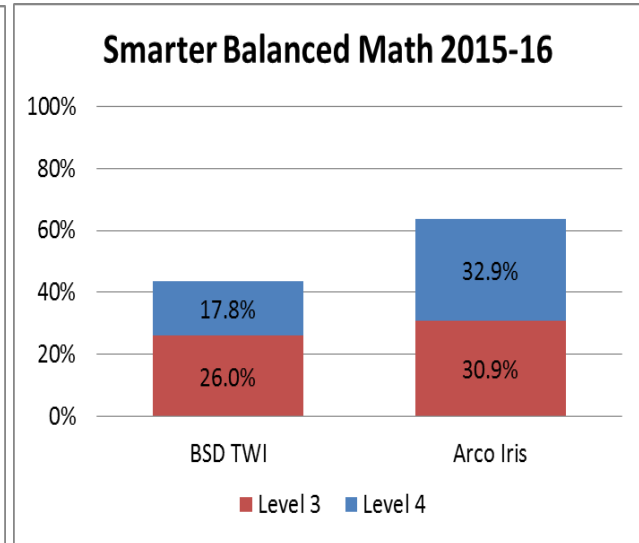
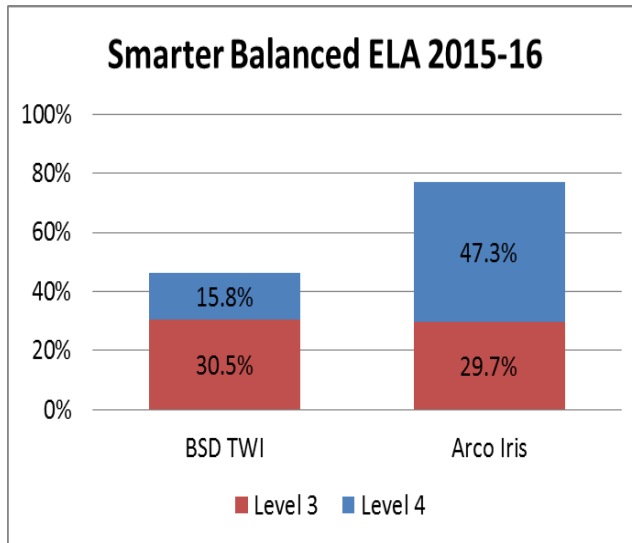
Findings

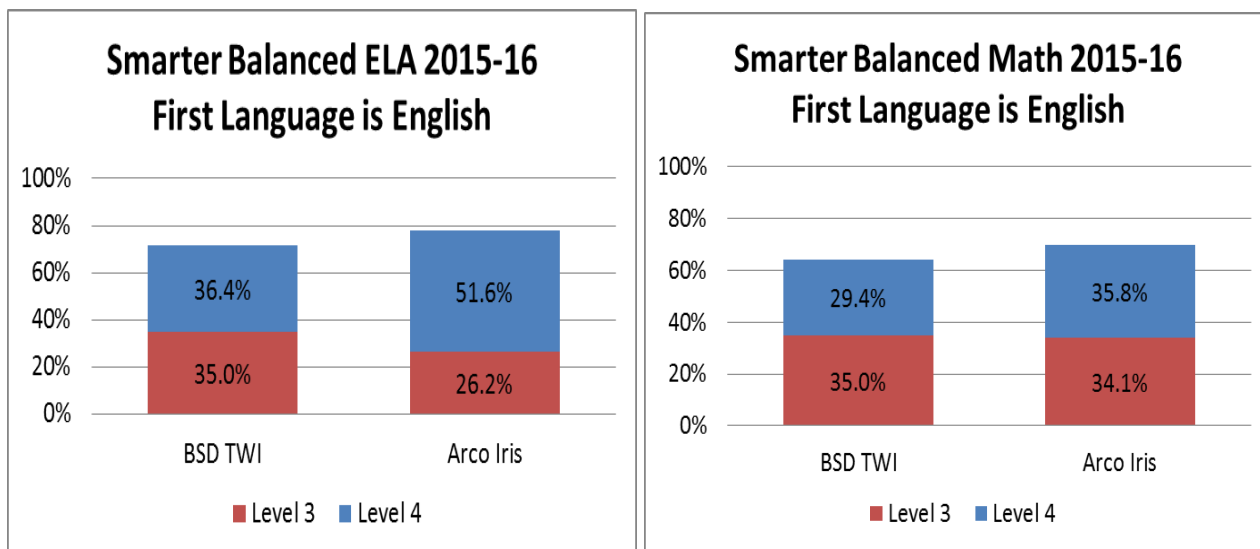
- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
EDL (Evaluación del desarrollo de la lectura)	Individually administered assessment of a child's reading capabilities, performed in Spanish. Identifies student reading level, accuracy, fluency, and comprehension.	Used in the instructional decision making process when placing students in differentiated reading groups.	End of each trimester
ELPA (English Language Proficiency Assessment)	Assesses language acquisition of identified ELL students	Used in the monitoring of progress of identified ELL students.	Annually
SOPA (student oral proficiency assessment)	Language proficiency assessment instruments designed to allow young students to demonstrate performance in oral fluency, grammar, vocabulary, and listening comprehension.	Assists in placing students in appropriately leveled Spanish reading groups. Tracks progress of Spanish proficiency.	End of each trimester
IDELS (Indicadores dinámicos del éxito en la Lectura)	Assesses the basic early literacy skills of children learning to read in Spanish. Provides information on student skills in the core components of beginning reading.	Used as a progress monitoring tool to provide differentiated reading instruction.	Bi-monthly

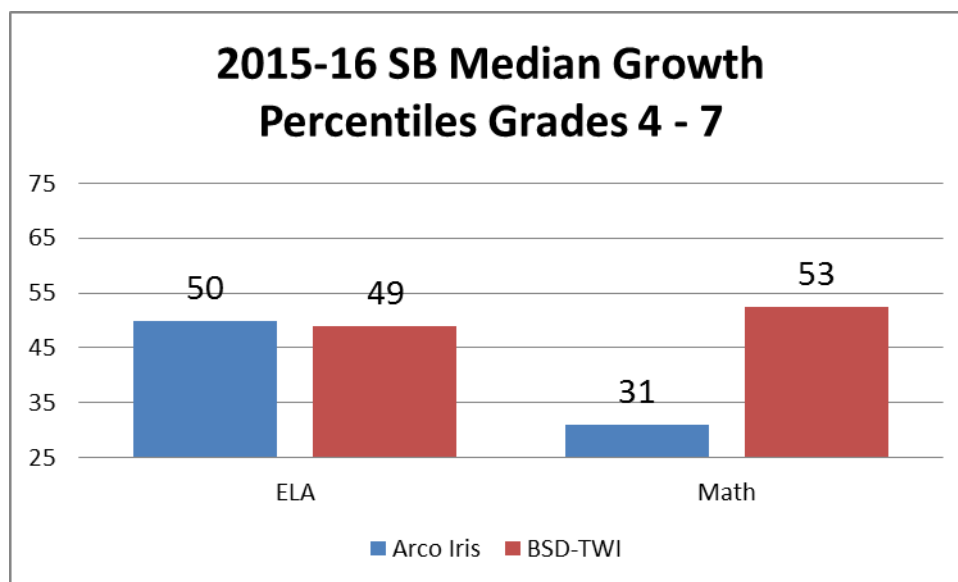
Developmental Reading Assessments (DRAs)	Assesses English reading fluency and comprehension	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning and end-of-year for all students
DIBELS	Assesses Reading fluency	Progress monitoring for students in grades 1 and 2 for students on interventions	Weekly
Easy CBM	Assesses early reading skills (grade 1) as well word fluency and comprehension (grade 2-8)	Progress monitoring and leveling for students	Beginning and end of year for all students; weekly for students on interventions
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	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.
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.
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.

- Results for this year's ELPA21 testing will not be available until November.
- 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 Two Way Immersion 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.

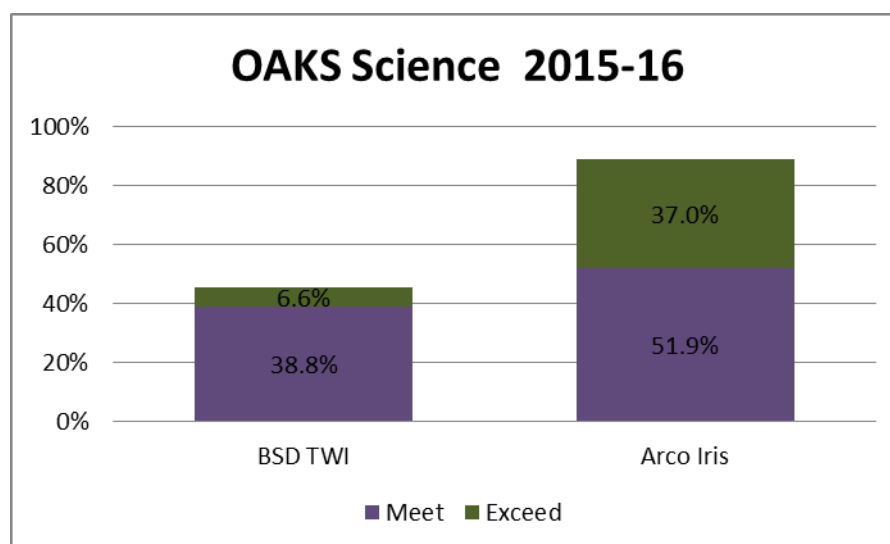




- Median growth percentiles for Smarter Balanced English Language Arts (ELA) for both Arco Iris and BSD students in TWI are at the state average (50th percentile). The median growth percentile for Smarter Balanced Math is significantly lower for Arco Iris students compared to their District peers in Two-Way Immersion programs. The median growth percentile in math for Arco Iris students dropped from 63 in 2014-15 to 31 this year while the median growth percentile for BSD students in two-way immersion programs was essentially unchanged.



- Arco Iris students continue to outperform their Two-Way Immersion peers on the OAKS Science Assessment.



- Arco Iris did not meet the student achievement charter renewal criteria for year 3 of the Charter. The percentage of Arco Iris students meeting or exceeding standards on state assessments exceeds the percentage of elementary students enrolled in District two-way immersion programs meeting or exceeding standards in each subject and at each grade level, except Smarter Balanced Math for grades 6, 7, 8, and grades 6-8 combined. Grade 8 results are not shown to protect student confidentiality.

Math	Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 6	Grade 7
BSD TWI	38%	42%	40%	69%	56%	71%
Arco Iris	83%	58%	58%	47%	39%	64%
Charter Criteria	Met	Met	Met	Not Met	Not Met	Not Met

Language Arts	Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 6	Grade 7
BSD TWI	36%	38%	55%	65%	44%	71%
Arco Iris	72%	73%	81%	87%	83%	91%
Charter Criteria	Met	Met	Met	Met	Met	Met

Science	Grade 5	Grade 5&8
BSD TWI	44%	45%
Arco Iris	89%	89%
Charter Criteria	Met	Met

- Arco Iris would have met the student achievement requirements under the current five year Charter that begins with the 2016-17 school year: 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>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 2016, 9 in 10 parents gave the school an overall letter grade of A or B, the same percentage as in 2015. A similar proportion of parents agree that the school’s academic program and the school’s teachers are very effective.

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.

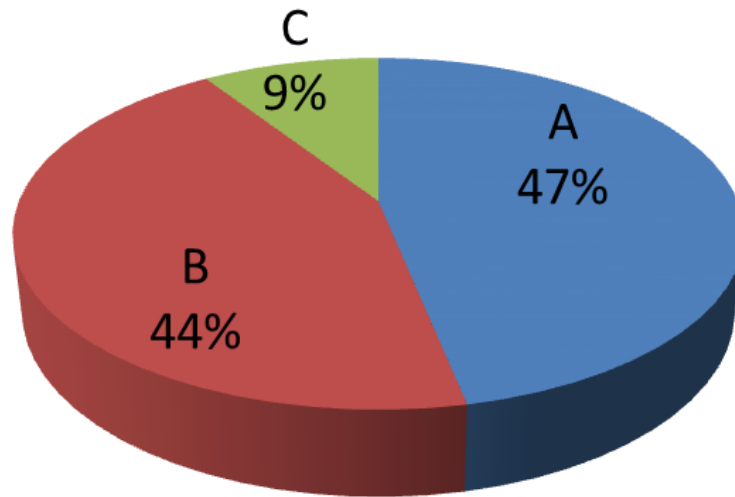
18.2 Classes Taught in Spanish. All classes at Arco Iris taught in Spanish will be taught by a bilingual Spanish/English teacher with native or near-native proficiency in Spanish.

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.

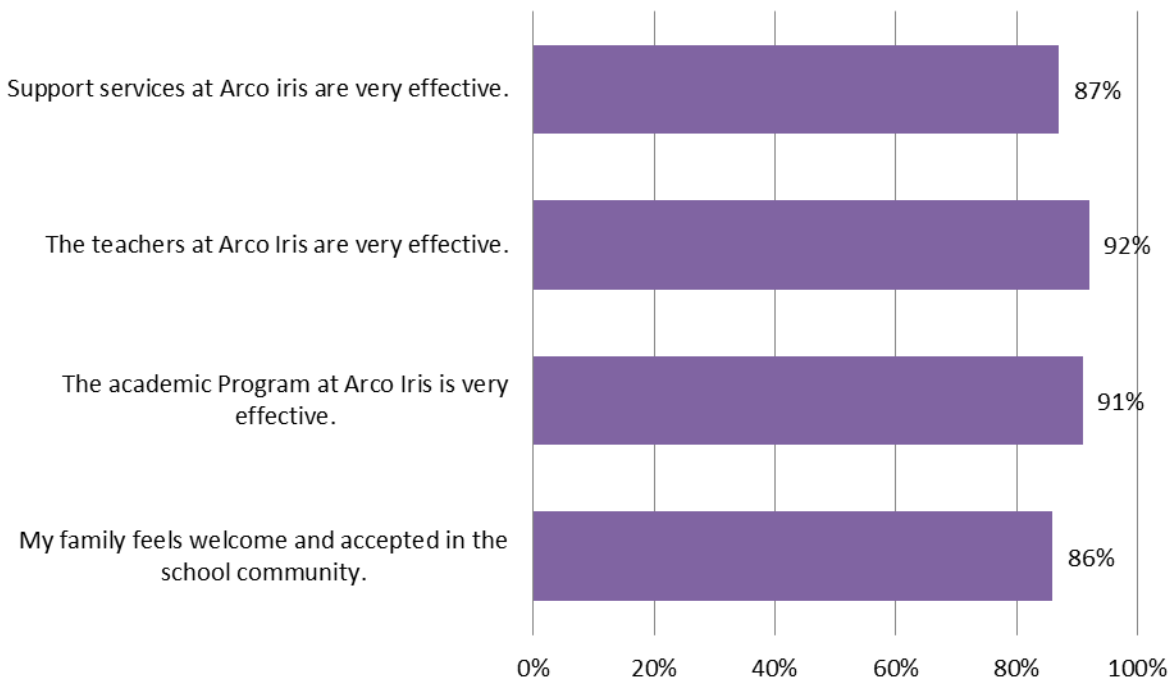
Findings

- 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. However, one teacher is working on meeting the federal definition of “highly qualified”.
- ELL students are taught by teachers with an English for Speakers of Other Languages ("ESOL") endorsement.
- Teachers participated in substantial professional development with follow-up coaching in 2015-16 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, language acquisition strategies, and Singapore Math curriculum.
- In 2016, 9 in 10 parents gave the school an overall letter grade of A or B, the same percentage as in 2015. A similar proportion of parents agree that the school’s academic program and the school’s teachers are very effective.

Overall, what grade would you give Arco Iris?



Arco Iris Parents Survey Results:



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 2014-15, 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 \$78,188; 5% of total income for the year. • After the sixth year of operation, Arco Iris's ending fund balance is \$480,000, over 25% of the budgeted expenditures in 2016-17. • The retention rate of students enrolled at the end of 2016 was 89%, up from 82% two years ago.

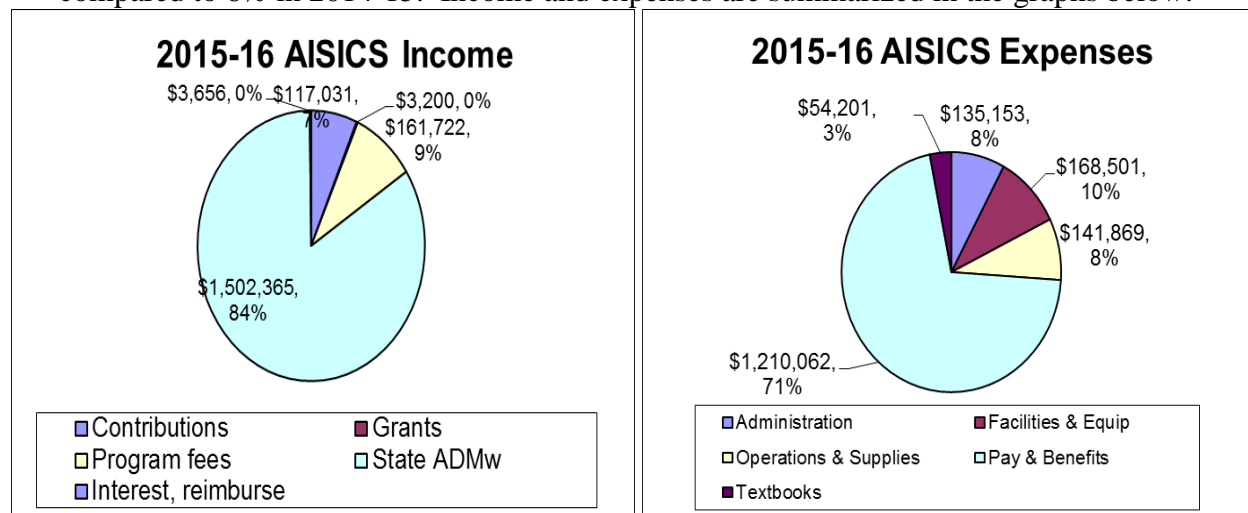
Charter Requirements

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.

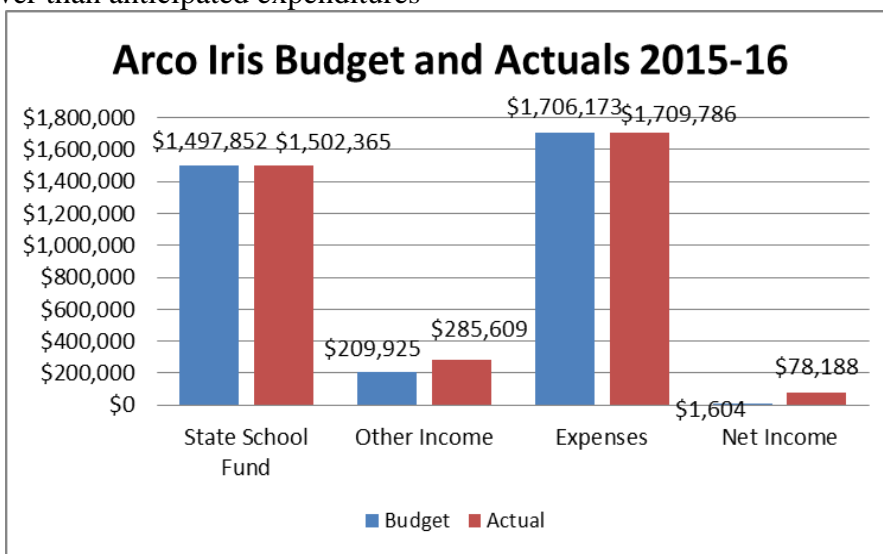
13.1 Annual Budget. On or before April 15 of each year, AISICS will submit to the District Arco Iris's proposed budget for the next fiscal year.

Findings

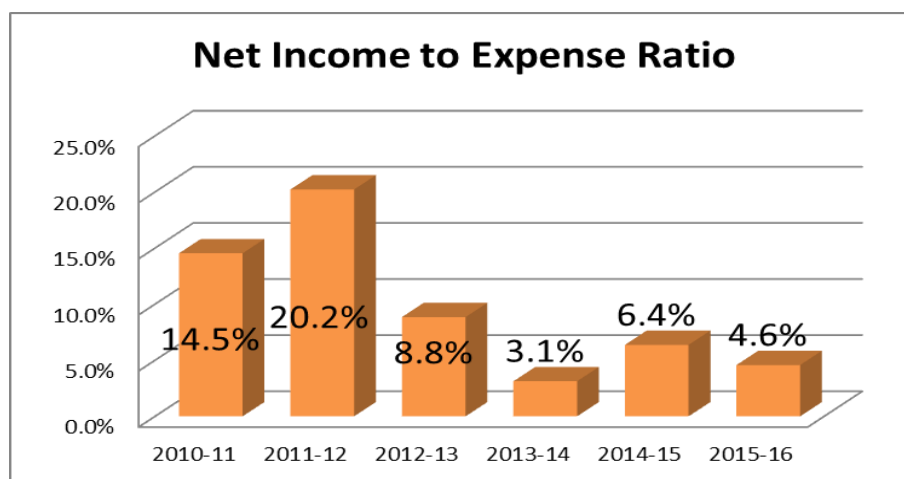
- The annual audit for 2014-15, conducted by a licensed auditor, was submitted to the District in a timely manner. The audit found that the school's financial statements accurately reflect the school's financial position after the third year of operation.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the fourth year of operation with net income of \$78,188 on total revenues of \$1,787,974 and \$1,709,786 total expenses. State School fund accounts for 84% of the school's income, the same percentage as last year. Contributions account for 7% of total income in 2015-16 compared to 6% in 2014-15. Income and expenses are summarized in the graphs below:



- Compared to the 2015-16 budget, net income was higher than anticipated due to increased grant funds and lower than anticipated expenditures



- Net income for the school was half of that from the prior year. The ending fund balance for the school after the sixth year of operation is \$480,000, over 25% of the budgeted expenditures in 2016-17.



- The 2016-17 budget has been provided to the District.
- The retention rate of students enrolled at the end of 2016 was 89%, up from 82% in 2014. 7% of students returned to a BSD school, primarily for grades 5 and 6. All 6th grade students at Arco Iris returned for 7th grade in 2016-17.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	MS	Total
Active students at end of year	50	49	50	46	26	30	251
Returned to Arco Iris	47	47	48	42	17	23	224
Not in BSD	1	2	1	2	1	2	9
In BSD School	2	0	1	2	8	5	18
Return rate	94%	96%	96%	91%	65%	77%	89%