

# Arco Iris Spanish Immersion School

## Annual Evaluation

### Beaverton School District

#### October 24, 2011



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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 four 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"> <li>Students in grade 1- 4 receive 75% of their instruction in Spanish and 25% in English. English language arts classes are taught by a staff member who is proficient in English.</li> <li>BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning.</li> </ul>
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> <li>A variety of assessments are used to monitor student progress and assess achievement.</li> <li>A greater percentage of Arco Iris students meet or exceed state standards on the OAKS Reading and Mathematics tests than students in the District or in Oregon. A greater percentage of students in the District and in Oregon meet or exceed state standards on the OAKS Writing test than Arco Iris students. The achievement of Arco Iris students is higher than their Two Way Immersion peers in the district on OAKS reading and math tests but trails the performance of their BSD Two Way Immersion peers on the state writing test.</li> <li>All students demonstrated academic achievement and improvement by completing grade level requirements for promotion to the next grade.</li> </ul>
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> <li>All classes at Arco Iris are taught by qualified teachers.</li> <li>Teachers participate in a significant number of hours of professional development.</li> <li>97% of parents agree or strongly agree that the quality of instruction is high. 91% are satisfied or very satisfied with teachers and other school staff.</li> </ul>
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>A copy of the annual audit conducted by a licensed auditor has not been provided to the District but will be submitted prior to December 15<sup>th</sup>.</li> <li>Arco Iris ended the year with a net income of \$58,236, nearly double the surplus projected after the first year of operation.</li> </ul>

Indicator	Key Question and Findings
1	To what extent has the school delivered its intended instructional program?

### *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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades, 75% of daily instruction will be in Spanish and 25% in English;

5.1.3 In 4<sup>th</sup> and 5<sup>th</sup> 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 May 26, 2011. During the visit, math instruction was observed in grades 1 and 2, Spanish language arts in grade 3/4 and English language arts for 1<sup>st</sup> grade.

### *Findings*

- English Language Arts classes are taught by a person proficient in English.
- Students in grade 1- 4 receive 75% of their instruction in Spanish and 25% in English. Math was taught in both languages.

- 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.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, and individual learning time. Students demonstrated their understanding of lessons to their classmates or individually to the teacher. Teacher-student interactions were frequent. A parent volunteer served as a math helper in first grade to ensure students received individual attention.
- During the course of instruction, students were asked to recall information, construct new patterns, distinguish words and sounds, carry out math procedures, and employ correct verb forms in sentences.
- 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 guide instruction in core content areas. Learning targets were either posted or explicitly stated in two of the four classrooms observed during the site visit. Observed instruction was aligned with District learning targets as detailed here:

### **Math**

#### **Grade 1**

1.1.4 Identify the number of tens and ones in whole numbers between 10 and 100, especially recognizing the numbers 10 to 19 as 1 group of ten and a particular number of ones.

1.2.2 Develop and use efficient strategies for adding and subtracting whole numbers using a variety of models, including discrete objects, length-based models (e.g., lengths of connecting cubes) and number lines.

1.2.3 Apply with fluency sums to 10 and related subtraction facts.

#### **Grade 2**

2.2.1 Apply, with fluency, sums to 20 and related subtraction facts.

Stated: Describe and continue a regular pattern of shapes according to one or two attributes. Relate and record patterns that vary by only two attributes.

### **ELA Grade 1**

**EL.01.RE.06 Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).**

**EL.01.RE.16 Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).**

**EL.01.RE.17 Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).**

- Instructional materials employed during the 2010-11 school year included *Singapore Math*, *Story Town* for English Language Arts, *Lecturas* for Spanish Language Arts, and *Ciencias* for Science.

Indicator	Key Question and Findings
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> <li>• A variety of assessments are used to monitor student progress and assess achievement.</li> <li>• A greater percentage of Arco Iris students meet or exceed state standards on the OAKS Reading and Mathematics tests than students in the District or in Oregon. A greater percentage of students in the District and in Oregon meet or exceed state standards on the OAKS Writing test than Arco Iris students. The achievement of Arco Iris students is higher than their Two Way Immersion peers in the district on OAKS reading and math tests but trails the performance of their BSD Two Way Immersion peers on the state writing test.</li> <li>• All students demonstrated academic achievement and improvement by completing grade level requirements for promotion to the next grade.</li> </ul>

### *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:

5.7.1 First Year of Operation. For Arco Iris's first school year of operation, Arco Iris 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 Arco Iris's students have documented academic achievement and improvement during the initial school year, Arco Iris will be deemed to have not met the student achievement requirements of this Charter.

### *Findings*

- Frequent assessment of student performance is the norm at Arco Iris as shown in the chart on the next page. School leaders report a desire to add progress monitoring assessments in 2011-12.

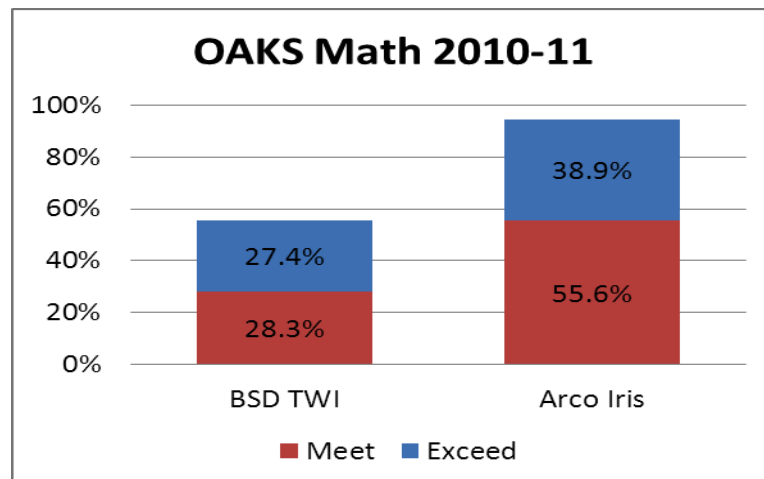
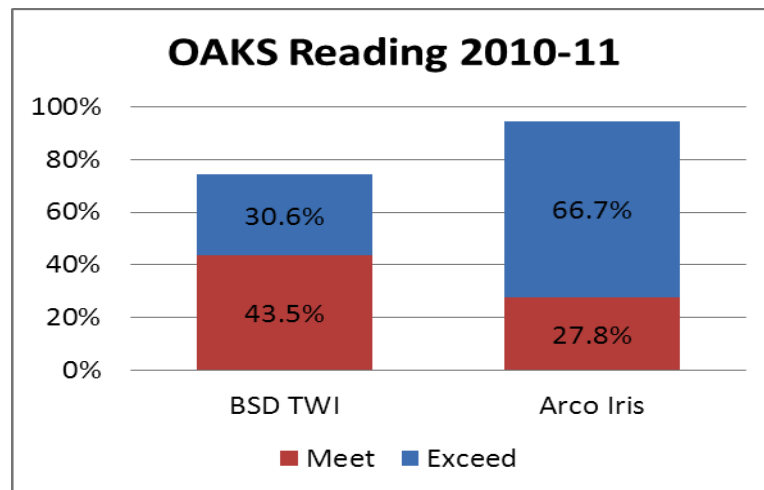
<b>Assessment</b>	<b>Purpose</b>	<b>Use</b>	<b>Frequency</b>
<b>Spanish Proficiency Evaluation</b>	Provides an evaluation of each students proficiency in oral and written communication	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	At the end of each trimester.
<b>Progress Reports</b>	Shows individual child's overall progress in all subjects throughout the year.	Demonstrates to parents and students individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences twice per year.
<b>Development Reading Assessments (DRAs)</b>	Assesses English reading fluency and comprehension.	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning, middle, end-of-year.
<b>Oregon Assessment of Knowledge and Skills (OAKs) Assessments</b> • <b>Results below.</b>	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 three times per year as-needed.
<b>Benchmark Assessments for all Subjects</b>	Assesses and tracks ongoing progress of our students on a regular basis.	Guides teaching strategies for students' daily learning. Identifies specific learning gaps and individual, ongoing needs of our students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
<b>Singapore Math Assessments</b> • <b>Minute Math</b>	Assess and tracks ongoing progress of mental math skills.	Guides teaching strategies for daily learning at an individual level.	Weekly.
<b>Writing Samples</b>	Measures and assesses student's performance and growth regarding the writing process.	Guides teaching strategies and to identify learning gaps in student's writing.	Weekly, end-of-unit; and beginning, middle, and end of year.

- Language acquisition assessments: The ELOPA was not administered in 2010-11 but will be administered in 2011-12. Arco Iris completed language acquisition assessments utilizing common rubrics and all students showed progress. Proficiency results are documented in student files.

- The State's English Language Proficiency Assessment (ELPA) was not administered since no ELL students were enrolled in 2010-11.
- A greater percentage of Arco Iris students meet or exceed state standards on the OAKS Reading and Mathematics tests than students in the District or in Oregon. Seventeen out of eighteen third and fourth grade students met or exceeded standard on each test. A lesser percentage of Arco Iris students met or exceeded state standards on the OAKS Writing test than students in the District or in Oregon.

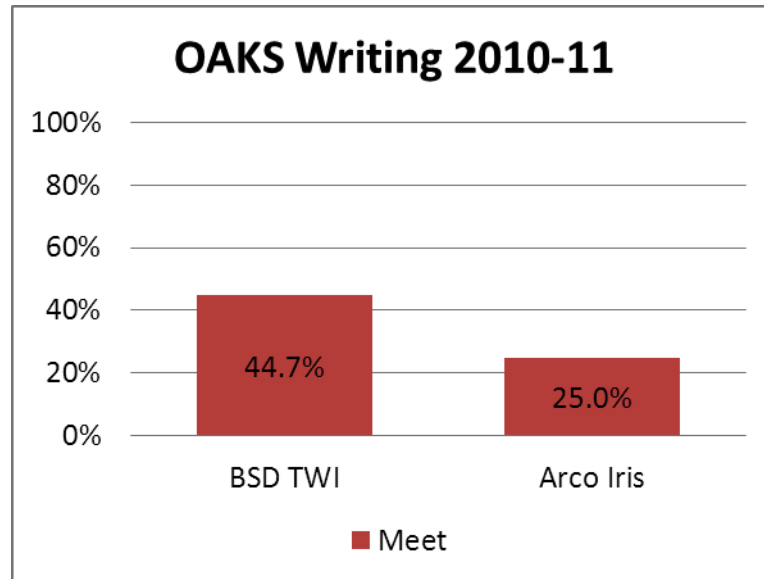
OAKS	AISIS	BSD	Oregon
Reading	94%	88%	84%
Math	94%	74%	64%
Writing	25%	56%	41%

- 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.





- One in four 4<sup>th</sup> grade students met the OAKS Writing achievement standard, a rate trailing their peers in the District and in the State. As shown in the graph below, the percentage of Arco Iris students meeting standard on the OAKS Writing test substantially lags that of their Two Way Immersion peers in the District. Improving student achievement in writing will be a goal in the Arco Iris School Improvement Plan for 2011-12.



- 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"> <li>• All classes at Arco Iris are taught by qualified teachers.</li> <li>• Teachers participate in a significant number of hours of professional development.</li> <li>• 97% of parents agree or strongly agree that the quality of instruction is high. 91% are satisfied or very satisfied with teachers and other school staff.</li> </ul>

### *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.
- Although no ELL students were enrolled in 2010-11, the English Language Arts teacher participated in professional development on teaching English Language Arts to English Language Learners.
- Teachers participated in substantial professional development in 2010-11 including Singapore math and PBIS training and follow-up which continued training scheduled for 2011-12.
- 97% of parents agree or strongly agree that the quality of instruction is high. 91% are satisfied or very satisfied with teachers and other school staff.

Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> <li>A copy of the annual audit conducted by a licensed auditor has not been provided to the District but will be submitted prior to December 15.</li> <li>Arco Iris ended the year with a net income of \$58,236, nearly double the surplus projected after the first year of operation.</li> </ul>

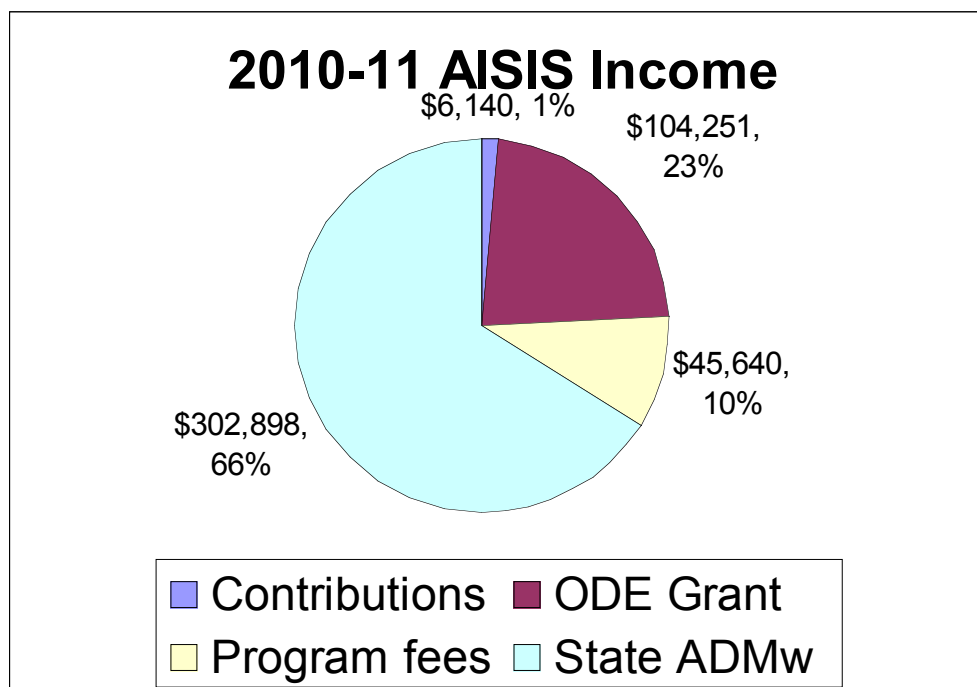
### *Charter Requirements*

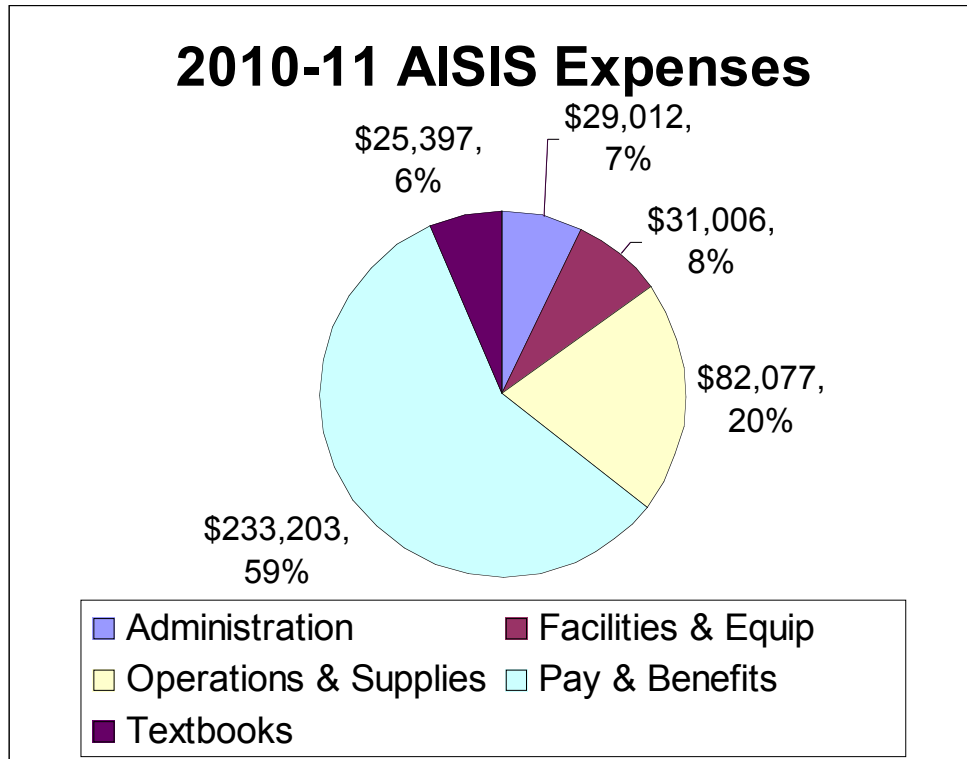
13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of Arco Iris as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced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

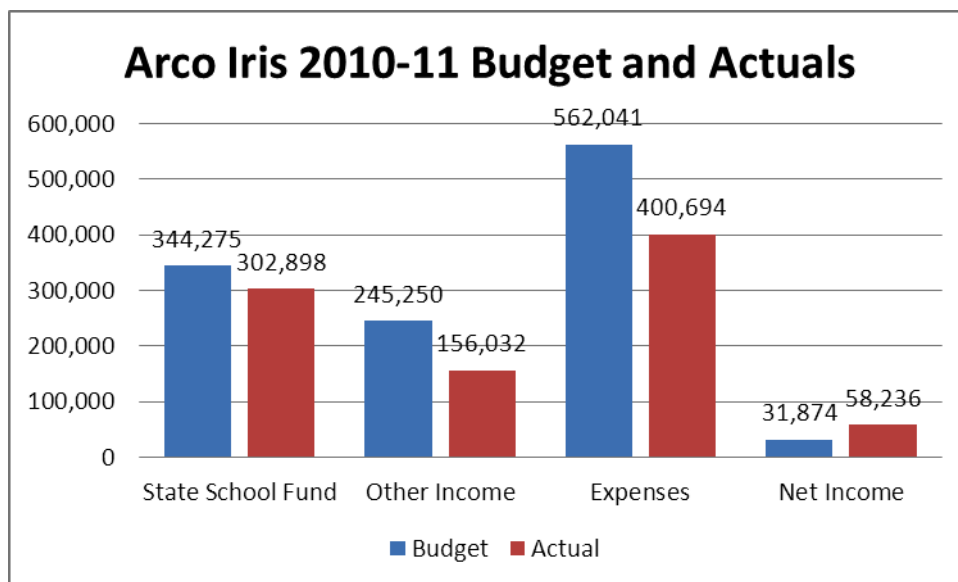
### *Findings*

- A copy of the annual audit conducted by a licensed auditor has not been provided to the District due to difficulty in scheduling the services of a licensed and experienced municipal auditor. Arco Iris will submit the audit on or before December 15<sup>th</sup>.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Arco Iris ended the first year of operation with net income of \$58,236 on total revenues of \$458,930 and \$400,694 total expenses. Income and Expenses are summarized in the charts below:





- Compared to the 2010-11 budget, actual income and expenses were both lower than anticipated. Income was lower due to fewer students enrolling than anticipated as well as less funding from other sources (e.g., fundraising, donations). With fewer students, Arco Iris spent less than anticipated in nearly all expenses categories. The largest differences were in salaries and benefits, rent, and duplication.



- The 2011-12 budget has been provided to the District.

## **Notes on Data Sources**

### *ODE Charter School Survey*

A web-based survey of charter school staff, students, and parents was conducted by the Oregon Department of Education from February 3 through May 13, 2011. Results of the survey are available at:

[http://www.ode.state.or.us/opportunities/grants/nclb/title\\_v/b\\_charterschools/surveyresults/charterschools.aspx](http://www.ode.state.or.us/opportunities/grants/nclb/title_v/b_charterschools/surveyresults/charterschools.aspx)