

Charter Schools Committee Meeting  
Monday, June 23, 2025 5:30 PM

Dr. Matthew Prophet Education Center - Board  
Auditorium  
501 N. Dixon St  
Portland, OR 97227

## **Agenda**

1. Call to Order / Opening
2. Annual Charter Schools Update
3. Public Comment - 5 two-minute spots
4. Adjourn



## MEMORANDUM

Date: June 23, 2025

To: Dr. Kimberly Armstrong, Superintendent  
Director Patte Sullivan, Charter Committee Member  
Director Michelle DePasse, Charter Committee Member  
Director Julia Brim-Edwards, Charter Committee Member

From: Korinna Wolfe, Senior Director of Schools, Multiple Pathways to Graduation  
Sunita Sandoz, Charter School Director, Multiple Pathways to Graduation

Subject: **Charter School Performance Frameworks 2023-24 and school updates**

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The PPS Charter Schools Office provides an Annual Performance Framework and Report (“Report”) on each charter school during each school year, reporting on the formal performance framework from the previous school year. The Report covers Academic, Financial, and Organizational measures, and is the primary evaluation tool used to assess overall charter school performance both annually and when contract renewal decisions are made.

Because many of the sources of data used in the Report are not available until late fall or winter (state assessment data, Oregon Report Card, Municipal Audit and financial reports), there is a necessary delay between the end of the school year and the completion of the Report. **This memo is intended to provide the Charter Board Committee with general information about each charter school at the end of the school year, while awaiting data needed to complete the 2024-25 Annual Performance Framework and Report.**

The following is a summary of 2023-24 for each of the five charter schools that PPS authorizes, as well as any alerts and updates for the current 2024-25 school year. The general summary information provided in this memo supplements the attached individual 2023-24 annual performance report for each charter school.

### **Emerson School    Project-based Learning Model**

#### **2023-24 summary:**

- Serving k-5, enrollment 133
- No changes in leadership
- Moved school to a new long-term facility downtown in January 2024 (15 year lease with 5 year option)
- No compliance concerns or issues during school year



**2024-25 updates:**

- Enrollment 131
- Change in leadership for first time in 8 years
- 2023-24 OSAS scores show 62% of Emerson students meet or exceed in ELA which exceeds District ELA scores by 5% for students in grades 3-5. 56% of Emerson students meet or exceed in Math which exceeds District scores by 3% for students in grades 3-5.

**KairosPDX Eliminating racial opportunity and achievement gaps; anti-racist, culturally affirming education (Title I school as of 2024-25)**

**2023-24 summary:**

- Serving k-5, enrollment of 242
- Change in education leadership during school year, Principal exited in Feb. and Interim Principal finished school year; no change in executive leadership (CEO of KairosPDX)
- No compliance concerns or issues during school year

**2024-25 updates:**

- Enrollment at 210
- New School Administrator exited mid-year, New Principal hired before winter break
- 2023-24 OSAS data shows that while Kairos underperforms the District in ELA (35.4% meet or exceed) and Math (23.2% meet or exceed) for students in grades 3-5, students of historically underserved races (the majority of KairosPDX student population) compare favorably to District students of historically underserved races.

**Le Monde French Immersion French Language immersion, IB World School, IB Primary Years Program**

**2023-24:**

- Serving k-8, enrollment of 373
- No changes in leadership
- No compliance concerns or issues during school year

**2024-25 updates:**

- Enrollment at 374
- 2023-24 OSAS data shows Le Monde students in grades 3-5 outperform the District by 22% (79% of students meet or exceed) in ELA and outperform the district by 22% (75% of students meet or exceed) in Math. In grades 6-8, Le Monde students outperform the district by 34% (89% of students meet or exceed) in ELA and outperform the district by 31% (75% of students meet or exceed) in Math.
- Of note, 100% of Le Monde graduates meet most or all high school language credit requirements prior to starting 9th grade



## **Portland Arthur Academy Direct Instruction model of education (Title 1 school as of 2024-25)**

### **2023-24:**

- Serving k-5, enrollment at 160 students
- No changes in leadership
- No compliance concerns or issues during school year

### **2024-25 updates:**

- Enrollment at 164
- 2023-24 State assessment data shows 70% of PAA students meet or exceed in ELA which exceeds District scores by 13% for students in grades 3-5. 50% of PAA students meet or exceed in Math which trails the District by 3% for students in grades 3-5. The school made progress toward improvement in math by >5% over their 2022-23 scores.
- Of note, over 20% of students are English Language Learners. 2023-24 State Report Card reported 66.7% of the school's English Learners met/exceeded in ELA (3 year combined average) as compared to 23.8% for District overall (3 year combined average)

## **Portland Village School Waldorf-inspired, standards-based education**

### **2023-24:**

- Serving k-8, enrollment at 421 students
- No change in leadership
- School's lease expires in June 2024, no option to extend beyond that date
- 2022-23 State assessment data released shows academic performance below District averages in multiple subjects and grades; If progress toward improvement is not seen in the 2023-24 State assessment data a Plan of Improvement will be required in the 2024-25 school year. School has provided a plan specific to improving Math achievement and growth in the 2023-24 year.

### **2024-25 updates:**

- Enrollment at 400
- No change in leadership
- School has completed the purchase of a new facility on South Waterfront, purchased via assistance of Oregon Facilities Authority through sale of bonds; gained occupancy in September 2024 and started new school year in new building
- 2023-24 State assessment data released shows progress toward improvement. The school shows a 7% increase in ELA scores (from 49% to 56% of students meeting or exceeding) and a 5% increase in Math scores (from 42% to 47% of students meeting or exceeding) over 2022-23 assessment data; No improvement plan needed this year

# Charter Schools Update

## Charter Board Committee Meeting



PORTLAND  
Public Schools

June 23, 2025

# **Multiple Pathways To Graduation (MPG):**

**...Where EVERY student is  
welcome, wanted and worthy**

# Charter Schools Agenda

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**Charter Schools Mission and Role of Authorizer**

**Overview – Charter Schools**

**Charter School Demographics**

**Questions**

**Public Comment**

# Charter Schools Mission

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The mission of the PPS Charter Schools office is to:

- support and monitor a high performing and innovative PPS charter school portfolio
- promote equity and learning for all students
- advocate and act as a liaison for the District in its role as a charter school authorizer with PPS charter schools
- to educate the charter schools, parents, stakeholders, community partners and the District about Oregon charter school statutes and best practices

# Charter Schools - Role of Authorizer

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## District Responsibilities:

- Review and approval or denial of annual applicants for the establishment of new PPS charter schools
- Conducting ongoing oversight and annual evaluation of PPS Charter schools
- Determining whether schools meet expected outcomes to recommend charter renewal
- Implementing interventions for under-performing schools
- Passing through State School Funding
- Creating conditions that improve student outcomes while protecting schools' statutory autonomy
- Maintaining a respectful, mutually-beneficial relationship with school leaders and boards of directors
- Providing resources, professional development, and cost-neutral assistance
- Providing access to information systems and data
- Serving as conduit between district and schools through communication, advocacy, and partnership
- Developing knowledge of schools through frequent informal visits

# Charter School Overview

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**The Charter Schools Office, located within Multiple Pathways to Graduation, provides support to the 1800 PPS students attending the 5 PPS Sponsored and 2 State Sponsored Charter schools.**

- Compliance with ORS 338 - Oregon Public Charter Schools statutes
- Oversight and support includes a Weekly Charter Directors Meeting
- Completion of initial application review, contract renewals and annual reporting
- Support and accountability of annual fiscal, operational and academic reports
- School Site Visits

# Charter School Overview

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**Seven Charter Schools are located within PPS Boundaries**

**Five PPS Sponsored Charter Schools (1,293 students)**

- **K-5**
  - **The Emerson School**
  - **KairosPDX Learning Academy**
  - **Portland Arthur Academy**
- **K-8**
  - **Le Monde French Immersion**
  - **Portland Village School**

**Two State-Sponsored Charter Schools, both K-8 (475 students)**

- **Cottonwood School of Civics and Science**
- **The Ivy School**

# Charter School Overview

SCHOOL	MODEL	GRADES	OPEN DATE	CONTRACT LENGTH	CURRENT ENROLLMENT	FACILITY STATUS
KairosPDX	Eliminate racial achievement gap	K-5	2014	July 2020-June 2030	205	Lease PPS building
Le Monde French Immersion	French Immersion	K-8	2012	July 2023-June 2033	376	Stable lease -SE Portland
Portland Arthur Academy	Direct instruction	K-5	2005	July 2021-June 2031	162	Stable lease -SE Portland
Portland Village School	Waldorf inspired	K-8	2007	July 2020-June 2030	421	Purchased building 2024. SW Waterfront
The Emerson School	The Project Approach/ Positive Discipline	K-5	2003	July 2019-June 2029	130	Built out new school 2023-24. 15 year lease with 5 year option. Downtown
Cottonwood School	Place based learning	K-8	ODE	State sponsored	~200	State sponsored
Ivy School	Montessori	K-8	ODE	State sponsored	~275	State sponsored

# Charter School Overview

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## Emerson School (PPS Sponsored)

- **K-5 Project-based Learning**
- Enrollment 130
- Move to new Downtown Portland location completed successfully January, 2024; 15yr lease with additional 5yr option
- 2023-24 OSAS scores show 62% of Emerson students meet or exceed in ELA which exceeds District ELA scores by 5% for students in grades 3-5. 56% of Emerson students meet or exceed in Math which exceeds District scores by 3% for students in grades 3-5.
- Additional assessments: Guided Reading Running Records, Lucy Calkins Writing, Bridges Math end of unit, project rubrics

# Charter School Overview

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## KairosPDX (PPS Sponsored)

- **K-5 Eliminating racial opportunity and achievement gaps; anti-racist, culturally affirming education**
- Enrollment 205
- New School leader, Principal, Timothy Rodgers, started in December 2024 - previous Model school exp.
  - Prior to Principal Rogers Kairos experienced multiple school leaders over the last two years
- 2023-24 OSAS data shows that while Kairos underperforms the District in ELA (35.4% meet or exceed) and Math (23.2% meet or exceed) for students in grades 3-5, students of historically underserved races (the majority of KairosPDX student population) compare favorably to District students of historically underserved races. Black students at Kairos outperform the District in ELA for grades 3-5 by 3% (20% at Kairos meet or exceed) and Black students align with the District in Math in grades 3-5 (12% meet or exceed).
- Kairos has qualified for Title 1 target intervention program for 2024-25
- Additional assessments: MAP, Fountas and Pinnell benchmarks,
- Located in NE Portland, Humboldt Elementary

# Charter School Overview

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## Le Monde French Immersion (PPS Sponsored)

- **K-8 French Language immersion, IB World School, IB Primary Years Program**
- Enrollment 376
- 2023-24 OSAS data shows Le Monde students in grades 3-5 outperform the District by 22% (79% of students meet or exceed) in ELA and outperform the district by 22% (75% of students meet or exceed) in Math. In grades 6-8, Le Monde students outperform the district by 34% (89% of students meet or exceed) in ELA and outperform the district by 31% (75% of students meet or exceed) in Math.
- Of note, 100% of Le Monde graduates meet high school language credit requirements prior to starting 9th grade
- Additional assessments: MAP, Dibels, Idapel
- Located in inner Southeast Portland

# Charter School Overview

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## Portland Arthur Academy (PPS Sponsored)

- **K-5 Direct Instruction**
- Enrollment 162
- 2023-24 State assessment data shows 70% of PAA students meet or exceed in ELA which exceeds District scores by 13% for students in grades 3-5. 50% of PAA students meet or exceed in Math which trails the District by 3% for students in grades 3-5. Math is a targeted area of improvement for PAA in 2025-26.
- Over 20% of PAA students are English Language Learners. 2023-24 OSAS data shows PAA English Language Learners exceeded District English Language Learners by 42.9% (ELA) and by 16.8% (Math) in grades 3-5.
- PAA has qualified for Title 1 target intervention program for 2024-25
- Additional assessments: EasyCBM, Mastery Learning DI program assessments
- Located in Southeast Portland

# Charter School Overview

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## Portland Village School (PPS Sponsored)

- **K-8 Waldorf-inspired, standards-based education**
- Enrollment 421
- School purchased new facility on South Waterfront with the assistance of Oregon Facilities Authority; received occupancy and opened school in September 2024.
- 2023-24 State assessment data released shows progress toward improvement. The school shows a 7% increase in ELA scores (from 49% to 56% of students meeting or exceeding) and a 5% increase in Math scores (from 42% to 47% of students meeting or exceeding) over 2022-23 assessment data.
- Additional assessments: EasyCBM, Bridges Math end of unit, MidSchoolMath end of unit

# Charter School Overview

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## State-Sponsored Charter Schools

District provides Special Education services and passthrough of state funds (SSF and SIA) while the ODE provides oversight for these schools. General Education students are not included in PPS Synergy (Student Information System) so are not counted in PPS numbers; Special Education students are included in PPS Special Education numbers.

# Charter School Overview

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## **Cottonwood School of Science and Civics (State Sponsored)**

- **K-8 Place-Based Education**
- Enrollment ~200
- Located in SW Waterfront area

## **The Ivy School (State Sponsored)**

- **K-8 Montessori Model**
- Enrollment ~275
- Located in North Portland

# Charter School Demographics (October 1, 2024)

Charter School	Enrollment	Direct Certification		SpEd		Multilingual Learner		Historically Underserved		Black		Latino		Native American		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Emerson	130	31	23.8%	29	22.3%	5	3.8%	33	25.4%	4	3.1%	20	15.4%	n/a	n/a	n/a	n/a	9	6.9%
Kairos	226	93	41.2%	25	11.1%	5	2.2%	207	91.6%	137	60.6%	26	11.5%	1	0.4%	2	0.9%	41	18.1%
Le Monde	376	37	9.8%	36	9.6%	2	0.5%	54	14.4%	11	2.9%	21	5.6%	1	0.3%	n/a	n/a	21	5.6%
PAA	166	57	34.3%	22	13.3%	36	21.7%	43	25.9%	20	12.0%	17	10.2%	1	0.6%	n/a	n/a	5	3.0%
PVS	408	100	24.5%	65	15.9%	15	3.7%	82	20.1%	8	2.0%	50	12.3%	2	0.5%	n/a	n/a	22	5.4%
PPS K-5	19,582	6,376	32.6%	3,530	18%	2,453	12.5%	6,865	35.1%	1,549	7.9%	3,686	18.8%	102	0.5%	151	0.8%	1377	7%
PPS Middle Schools	7,356	2,443	33.2%	1,250	17%	705	9.6%	2,467	33.5%	555	7.5%	1,352	18.4%	29	0.4%	55	0.7%	476	6.5%

PPS Enrollment of Underserved Groups Report

# Questions?

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Portland Public Schools  
Annual Performance Framework and Report

The Emerson Charter School  
2023-24 School Year

Submitted by:

Sunita Sandoz  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Sunita Sandoz  
Program Director, Charter Schools  
Portland Public Schools

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<sup>1</sup> From NACSA’s Core Performance Framework and Guidance.

## **Academic performance: data elements and sources**

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

***Note: Since the 2017-18 school year, the Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the Oregon Report Card. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.***

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

*The 3-year Trend Performance Summary chart at the end of this document will include the ratings from the most recent 3 years of available academic performance data (2021-22, 2022-23, and 2023-24). The Financial and Organizational sections will include summary data from the three most recent school years.*

# Academic Performance

## 1. Oregon School Rating System

<b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?
<b>Exceeds standard:</b> <input type="checkbox"/> School received the highest rating from the state accountability system
<b>Meets standard:</b> <input type="checkbox"/> School received a passing rating according to the state accountability system
<b>Does not meet standard:</b> <input type="checkbox"/> School did not receive passing rating according to the state accountability system
<b>Falls far below standard:</b> <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: <b>N/A</b> , the current version of the Oregon Report Card no longer gives single ratings to schools
School comments: N/A

<b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?
<b>Exceeds standard:</b> <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
<b>Meets standard:</b> <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
<b>Does not meet standard:</b> <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
<b>Falls far below standard:</b> <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports.
School comments:NONE

**Measure 1c**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>62.0</b>	65	<b>57.0</b>	+5.0	71	<b>M</b>
<b>% participation</b>	<b>98.5</b>		<b>96.4</b>		94.5	
Gr 3 %	62.0	21	57.0			
Gr 4 %	56.0	23	54.0			
Gr 5 %	67.0	21	47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school exceeds the average District performance in English Language Arts by 5.0%, and significantly exceeds the Oregon average of 43%. The meets the Oregon Report Card Level 3 State Goal of 54-67%.

School comments: NONE

**Measure 1d**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district

performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>56.0</b>	<b>65</b>	<b>53.0</b>	+3	68	<b>M</b>
<b>% participation</b>	<b>98.5</b>		<b>96.0</b>		94.5	
Gr 3 %	72.0	21	57.0			
Gr 4 %	43.0	23	54.0			
Gr 5 %	57.0	21	47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school exceeds the District performance in Math by 3.0% and well exceeds the Oregon average of 37%. The school falls below the 2023-24 MIP of 68, and meets the Oregon Report Card Level 3 State Goal of 43-62%. The was a targeted area of growth for the school in 2023-24. The percentage of students meeting or exceeding increased by 15% from 2022-23.

**District Recommends:**

School comments: NONE

### Measure 1e

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	--	--	24.7		67	NA
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	61	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	43.2**	44	36.8	+6.4	61	<i>M</i>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	42.1**	--	28.6**	+13.5	65	<i>E</i>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

**District Comments/Recommendations:**

The school meets or exceeds District performance by student group where student population is large enough to report. The school and District performance falls within the Oregon Report Card Level 2 State Goal of 18%-54%, and does not meet 2023-24 MIP targets.

School comments: NONE

**Measure 1f**

How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	--	--	20.5		64	N/A
<b>English Learners</b>						

% meets/exceeds	--	--	27.6	--	59	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	37.5	16	33.8	+3.7	59	<i>M</i>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	--	--	24.4	--	62	N/A

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 2-year combined average

**District Comments/Recommendations:**

The school meets or exceeds District performance by student group where student population is large enough to report. The school and District performance falls within the Oregon Report Card Level 2 State Goal of 8%-43%, and does not meet 2023-24 MIP targets.

School comments: NONE

## 2. Student Academic Growth

<p><b>Measure 2a</b>          Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)</p>																																		
<p><b>E=Exceeds standard:</b>  <input type="checkbox"/> Average gap score change of 5 or more</p>																																		
<p><b>M=Meets standard:</b>  <input checked="" type="checkbox"/> Average gap score change of between -19 and 5</p>																																		
<p><b>D=Does not meet standard:</b>  <input type="checkbox"/> Average gap score change of between -42 and -19</p>																																		
<p><b>F=Falls far below standard:</b>  <input type="checkbox"/> Average gap score change of less than -42</p>																																		
<p>Data:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>ELA Growth</th> <th>School</th> <th>N</th> <th>District</th> <th>% +/-</th> <th>MIP*</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td><b>All Students 3-5</b></td> <td></td> <td></td> <td></td> <td></td> <td>NA</td> <td></td> </tr> <tr> <td>Gap Score Change</td> <td><b>-26</b></td> <td>64</td> <td>-1</td> <td>-23</td> <td></td> <td><b>D</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change</p>							ELA Growth	School	N	District	% +/-	MIP*	Rating	<b>All Students 3-5</b>					NA		Gap Score Change	<b>-26</b>	64	-1	-23		<b>D</b>							
ELA Growth	School	N	District	% +/-	MIP*	Rating																												
<b>All Students 3-5</b>					NA																													
Gap Score Change	<b>-26</b>	64	-1	-23		<b>D</b>																												
<p>District comments/recommendations:</p> <p>Emerson School students in grades 3-5 had an average gap score change of -26 in ELA. This is not a concern for the district.</p>																																		
<p>School comments: NONE</p>																																		

**Measure 2b**

Are students making expected annual academic growth in MATH compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:**

Average gap score change of 4 or more

**M=Meets standard:**

Average gap score change of between -24 and 4

**D=Does not meet standard:**

Average gap score change of between -49 and -24

**F=Falls far below standard:**

Average gap score change of less than -49

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	<b>-15</b>	64	-2	-13		<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Emerson School students in grades 3-5 met the academic ODE Level 3 target Average Gap Score Change of -24 or higher in Mathematics.

School comments: NONE

### 3. Subgroup Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F=Falls far below standard:** Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	--		--			NR
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	--	--	--	--		NR

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

\*\*Metric is based on 3-year combined average

District comments/recommendations:

NR = Not Rated

The school did not receive Average Gap Score Change ratings in the special populations categories due to not meeting the minimum n-size to receive a rating.

School comments: NONE

**Measure 3b**

Is the school increasing academic performance over time in MATH for **Students of Special Populations?** (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 4 or more

**M=Meets standard:** Average gap score change of between -24 and 4

**D=Does not meet standard:** Average gap score change of between -49 and -24

**F=Falls far below standard:** Average gap score change of less than -49

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	--		--	--		NR
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	--	--	--	--		NR

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

\*\*Metric is based on 3-year combined average

District comments/recommendations:

NR = Not Rated

The school did not receive Average Gap Score Change ratings in the special populations categories due to not meeting the minimum n-size to receive a rating.

School comments: NONE

#### 4. Local Performance Assessments

<b>Measure 4</b> Describe your school's Local Performance Assessments in the fields below.			
What Local Performance Assessment are you using?	To what grades are you administering the Local Performance Assessment?	What subjects are you assessing through the Local Performance Assessment?	How are you documenting your administration of the Local Performance Assessment?
<p>School Response:</p> <p>Emerson performance assessments include Guided Reading Running Records three times a year, writing assessments scored using Lucy Calkins rubrics at least three times a year, end of unit Bridges assessments, mathematical story problems scored using the rubric used to assess Oregon math work samples, and end-of-project rubrics. These assessments are administered to all grades (K-5). They are used to specifically assess reading, writing, math, and project related skills. Three sets of Running Records, two sets of writing scores, two sets of math scores, and three project rubrics are submitted to the TOSA (Teaching Supervisor) each year.</p> <p>We are also continuing the practice of holding post-project review sessions that we conduct with an equity lens in order to be mindful both at the beginning and end of each project to ensure multiple perspectives are reflected in project work.</p>	K-5	Reading; Writing; Math; and Project Work	Three sets of Running Records, two sets of writing scores, two sets of math scores, and three project rubrics are submitted to the TOSA (Teaching Supervisor) each year.
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

#### **E=Exceeds standard:**

- School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

#### **M=Meets standard:**

- School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

#### **D=Does not meet standard:**

- School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

#### **F=Falls far below standard:**

- School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	72.6**	127	70.4	+2.2	85	<b>D</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

District comments/recommendations:

The school's percentage of regular attenders falls below the Level 3 benchmark of 85%, but falls above the District's percentage of regular attenders by 2.2%. Due to the continued impacts of pandemic-related absences, the percentage of regular attenders was low statewide.

School comments: NONE

(Measures 6 and 7 omitted, apply to middle and high schools only)

## 8. School goals and recommendations (academic)

### Measure 8a

Did the school meet the academic goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
At least 50% of our 3 <sup>rd</sup> and 5 <sup>th</sup> grade students will meet or exceed benchmark standards on their standardized tests.	Yes, the goal was achieved: ELA: 61% Math: 58% Science: 62%	During the 2023-24 school year, our staff had a particular focus on both writing and math. Beginning of the year professional development was provided for writing, as well as continued support from the Instructional Coach throughout the rest of the year. In addition, two of our classroom teachers (one 3 <sup>rd</sup> grade and one 5 <sup>th</sup> grade) attended the NCTM regional conference and returned with both information and resources for the full staff.

Emerson's math scores increased by 15% from the 2022-23 school year. Besides the two teachers attending the NCTM conference at the beginning of the 2023-24 school year, two other teachers (one 2<sup>nd</sup> grade and one 4<sup>th</sup> grade) and the Instructional Coach attended the national NCTM conference at the end of the previous year. These combined experiences provided added support specifically for grades 2-5, as well as more resources and information for the entire staff.

### Measure 8b

In school year 2023-24, did the school implement the academic recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
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<p>In the 2022-23 annual performance report, the district made the following recommendation: Math OSAS scores - While the single year's data is not cause for immediate concern and the overall achievement data is close to District averages, the 12% decrease in the school's percentage of students meeting mathematics benchmarks is noted and may be of greater concern if not improved in the 2023-24 data. Increasing the percentage of students meeting mathematics benchmarks is a recommended area of focus for the 2023-24 school year.</p>	<p>Yes and Emerson's math scores increased by 15% from the 2022-23 school year</p>	<p>Two teachers attended the NCTM conference at the beginning of the 2023-24 school year, two other teachers (one 2<sup>nd</sup> grade and one 4<sup>th</sup> grade) and the Instructional Coach attended the national NCTM conference at the end of the previous year. These combined experiences provided added support specifically for grades 2-5, as well as more resources and information for the entire staff.</p>
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**Measure 8c**  
Based on the 2023-24 school year data presented in this report, will the school add any academic goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

**Goal added to Plan:** By the end of the 24.25 academic year, at least 70% of students in grades K-3 will meet or exceed grade-level reading standards.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
<p>The Foundations curriculum for grades K-3 emphasizes systematic phonics instruction, which is foundational for improving both reading</p>	<p>Foundational literacy skills in K-3 are critical predictors of long-term academic success. Research shows that systematic</p>	<p>To successfully implement these strategies, professional development will be provided on the Foundations curriculum</p>	<p>Classroom teachers will conduct formal assessments using EasyCBM materials at least three times throughout the academic year: at the beginning, prior to winter progress reports, and at the end of the year. These assessments, alongside in-class assignments, will help identify students in need of additional support.</p>	<ul style="list-style-type: none"> <li>• Foundations curriculum materials for K-3</li> <li>• easyCBM assessment system for benchmarking and progress monitoring</li> <li>• K-3 Literacy Support Specialist to</li> </ul>

<p>fluency and comprehension. The K-3 Literacy Support Specialist will deliver high-impact tutoring tailored to the needs of students identified as requiring additional support based on their easyCBM assessment scores and ongoing progress monitoring.</p>	<p>phonics instruction improves decoding, fluency, and reading comprehension. Targeted interventions through high-impact tutoring accelerate learning gains, especially for students at risk of falling behind.</p>	<p>and effective tutoring techniques. Collaboration time will be allocated for teachers to share best practices and refine instructional methods.</p>	<p>Continuous monitoring will occur through the use of EasyCBM progress tracking materials and daily classwork assessments, particularly for students meeting grade-level reading expectations.</p>	<p>provide Tier 2/3 instruction</p> <ul style="list-style-type: none"> <li>• Teacher collaboration and PLC time built into the schedule</li> <li>• Professional development funding for curriculum and intervention training</li> <li>• Data tracking tools to guide instruction and identify student needs</li> </ul>
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## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 4.33, meets standard
School comments: NONE

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
<b>Meets standard:</b> <input checked="" type="checkbox"/> 60 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: School has 73.12 days unrestricted cash, meets standard
School comments: NONE

**Measure 9c**

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

**Meets standard:**

Enrollment variance equals or exceeds 95% in the most recent year

**Does not meet standard:**

Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is .93 which is only .02 from meeting standard. This is not a concern for the district.

School comments: NONE

**Measure 9d**

Default

**Meets standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

Not in default, meets standard

School comments: NONE

**10. Sustainability Measures**

<p><b>Measure 10a</b>                  Total Margin: Net income divided by total revenue                  Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive</li> <li>-OR-</li> <li><input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive</li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)</li> </ul>
<p><b>Falls far below standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5%</li> <li>-OR-</li> <li><input type="checkbox"/> The most recent year total margin is less than -10%</li> </ul>
<p>District comments/recommendations:</p> <p>Aggregated 3-year total margin is -1.93%. This is expected as the The Emerson School spent down reserves building out their new school building. They moved the school in January 2024 and now have a 15 year lease with a 5 year option. The district expects their finances to stabilize now that the move is complete.</p>
<p>School comments: We agree with the district's assessment. The Emerson School's three-year total margin reflects our strategic investment in a long-term facility solution to ensure future stability and growth. The reserve spend was a planned use of funds to support the relocation and buildout of our new campus, which now provides a permanent and more suitable learning environment for our students. With the move complete and operational costs leveling out, we anticipate improvement in our financial metrics in the coming years.</p>

<p><b>Measure 10b</b>                  Debt to asset ratio: Total liabilities divided by total assets</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Debt-to-asset ratio is less than 0.9</li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debt-to-asset ratio is between 0.9 and 1.0</li> </ul>
<p><b>Falls far below standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debt-to-asset ratio is greater than 1.0</li> </ul>
<p>District comments/recommendations:</p> <p>Debt-to-asset ratio is -5.60, meets standard</p>
<p>School comments: NONE</p>

**Measure 10c**

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

**Meets standard:**

- Multi-year cumulative cash flow is positive and cash flow is positive each year
- OR-
- Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

**Does not meet standard:**

- Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

**Falls far below standard:**

- Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is negative at -\$334,780 and one-year cash flow is negative at -\$264,388; falls far below standard. The Board decision to build out a new school building resulted in deliberate, budgeted spending down of cash reserves.

While cash flow bears watching in 2024-25, the school has ample cash reserves. The move to a new facility with capacity for full enrollment should create conditions for progress toward recovery in this measure, though it is expected that the move itself will continue to reduce cash reserves and recovery will be evident in the 2024-25 school year.

School comments: NONE

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

- Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

- Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is .58, does not meet NACSA Recommended standard. School carries no debt and has maintained a healthy cash balance. While Emerson’s Board should continue to monitor budget and cash flow regularly, this measure is not of current concern.

School comments: NONE

## 11. School goals and recommendations (financial)

### Measure 11a

Did the school meet the financial goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	
<b>Create a balanced budget for 2023-24 while fully funding the Instructional Support Teacher position and The Music Teacher position by raising an additional \$70,000 during the 2023-24 school year.</b>	Yes, the school exceeded its fundraising goal of \$70,000 and successfully created a balanced budget for the 2023–24 school year. Both the Instructional Support Teacher and the Music Teacher positions were fully funded as planned.	

### Measure 11b

In school year 2023-24, did the school implement the financial recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
NA – the District did not have any financial recommendations in the 2022-23 annual performance report.		

### Measure 11c

Based on the 2023-24 school year data presented in this report, will the school add any financial goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

**Goal added to Plan:** By the start of the next school year, increase enrollment by adding 2 students in each classroom (up to a maximum of 26 students per class) and robust waitlists in every grade through enhanced outreach and engagement strategies. Ensuring that enrollment is no lower than 144 at the start of the school year.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
<p>Launch targeted advertising campaigns (social media, local media, community boards).</p> <p>Host evening Open House and multiple information sessions.</p> <p>Systematically follow up with lottery families through multiple communication modes.</p> <p>Organize community engagement events (e.g., park dates).</p> <p>Create a Parent Buddy System for prospective families.</p> <p>Immediately fill classes from waitlists after the lottery.</p> <p>Conduct weekly summer outreach to fill</p>	<p>Increasing enrollment improves financial sustainability and program stability.</p> <p>Robust outreach and follow-up ensures prospective families feel supported and informed.</p> <p>Personal connections through events and buddy systems strengthen family-school ties.</p> <p>Proactive enrollment practices reduce last-minute attrition or under-enrollment .</p>	<p>Train staff in effective communication and engagement techniques.</p> <p>Provide outreach scripts, FAQs, and tools to standardize and strengthen family follow-up.</p> <p>Orient and coach parent volunteers serving as buddies to ensure consistent, inclusive support.</p>	<p>Track enrollment weekly, comparing against targets and classroom caps.</p> <p>Monitor communication mode response rates (email, phone, text).</p> <p>Measure attendance at Open House and info sessions.</p> <p>Gather feedback from both prospective and current families on their experience.</p> <p>Record participation at community events and correlate with enrollment outcomes.</p>	<p>Budget allocated for advertising, outreach materials, and event hosting.</p> <p>Use existing staff and volunteers for outreach efforts and community building.</p> <p>Employ communication tools (email, phone, SMS platforms) to manage follow-up.</p> <p>Tap into school social media accounts and parent networks to amplify outreach.</p>

remaining openings..				
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## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# Organizational Performance

## 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
<b>Does not meet standard:</b> <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially complies with this standard.
School comments: NONE

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
<b>Does not meet standard:</b> <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
District comments/recommendations: The school materially complies with this standard.
School comments: NONE

**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

**Does not meet standard:**

Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

District comments/recommendations: The school materially complies with this standard.

School comments: NONE

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

**Does not meet standard:**

The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

District comments/recommendations: The school materially complies with this standard.

School comments: NONE

### 13. Governance and Reporting

<b>Measure 13a</b> Is the school meeting financial reporting and compliance requirements?
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:           <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>€The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
District comments/recommendations: The school materially complies with this standard.
School comments: NONE

<b>Measure 13b</b> Is the school following Generally Accepted Accounting Principles (GAAP)?
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:           <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
District comments/recommendations: The school materially complies with this standard and submitted an audit with no material or significant findings.
School comments:NONE

**Measure 13c**  
Is the school complying with applicable governance requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

District comments/recommendations: The school materially complies with this standard.

School comments: NONE

**Measure 13d**  
Is the school holding its administration accountable?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments: NONE

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard. Emerson consistently submits required deliverables on time and as requested.

School comments: NONE

**14. Students and Employees**

<p><b>Measure 14a</b> Is the school protecting the rights of all students?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:<ul style="list-style-type: none"><li>● Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)</li><li>● The collection and protection of student information</li><li>● Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li><li>● Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)</li></ul></li></ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:<ul style="list-style-type: none"><li>● Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)</li><li>● The collection and protection of student information</li><li>● Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li><li>● Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)</li></ul></li></ul>
<p>District comments/recommendations: The district has no reason to believe the school has not met this standard.</p>
<p>School comments: NONE</p>

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: The school materially complies with this standard as evidenced through required staff reporting deliverables to the district.

School comments: NONE

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: NONE

## 15. School Environment

### Measure 15a

Is the school complying with facilities and transportation requirements?

#### **Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
- Americans with Disabilities Act
  - Fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization
  - Documentation of requisite insurance coverage
  - Student transportation

#### **Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
- Americans with Disabilities Act
  - Fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization
  - Documentation of requisite insurance coverage
  - Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: NONE

**Measure 15b**

Is the school complying with health and safety requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: NONE

**Measure 15c**

Is the school handling information appropriately?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: NONE

## 16. Additional Obligations

### Measure 16

Is the school complying with all other obligations?

#### **Meets standard:**

- The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:
- Revisions to state charter law
  - Intervention requirements by the district
  - Action items assigned by the district
  - Requirements by other entities to which the charter school is accountable (e.g. ODE)

#### **Does not meet standard:**

- The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:
- Revisions to state charter law
  - Intervention requirements by the district
  - Action items assigned by the district
  - Requirements by other entities to which the charter school is accountable (e.g. ODE)

District comments/recommendations: The school is responsive and timely with all requests and requirements from the district.

School comments: NONE

**17. School goals and recommendations (organizational)**

**Measure 17a**  
 Did the school meet the organizational goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Hire a full time Supervising Educational Assistant (licensed teacher) who will serve as an emergency building substitute throughout the school year.	YES	Emerson successfully hired a full-time licensed teacher who served as the Supervising Educational Assistant and provided consistent coverage as the emergency building substitute. This ensured minimal disruption to student learning during staff absences and strengthened school-wide instructional support.

**Measure 17b**  
 In school year 2023-24, did the school implement the organizational recommendations from the district in the 2022-23 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no organizational recommendations in the 2022-23 annual performance report.		

**Measure 17c**

Based on the 2023-24 school year data presented in this report, will the school add any organizational goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

Goal: Expand the school board from 5 to at least 7 members while ensuring diversity in skills, race, and gender to better reflect the school community.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
<p>- <b>Conduct a Needs Assessment:</b> As a board, identify desired skills and backgrounds for new members. Completion by Dec. 31, 2024.</p> <p>- <b>Develop a Recruitment Strategy:</b> Promote board service through outreach to local businesses and community groups; use social media, newsletters, and community events. Create an informational flier.</p> <p>- <b>Educate the Community:</b> Host informational sessions on the role and impact of the board during the October 2024 meeting.</p> <p>- <b>Implement a Transparent Selection Process:</b> Form</p>	<p>Expanding the board improves governance capacity and allows for more representative decision-making. Prioritizing diversity ensures the board reflects the student and family population, leading to more inclusive and informed policy decisions.</p>	<p>To support our strategies, a recruitment committee will be formed from board members and community volunteers reflecting the school’s diversity. We will also develop outreach materials, such as newsletter messaging, flyers and digital content, to promote board membership both inside and outside the school community.</p>	<p>- Track number and demographics of new applicants and appointees.</p> <p>- Measure percent of new board members from underrepresented groups (goal: 50% by Jan. 2025).</p> <p>- Collect community feedback on recruitment transparency and accessibility.</p> <p>- Annually review board demographics against school community data.</p>	<p>- Form a <b>recruitment committee</b> of board members and community volunteers.</p> <p>- Create and distribute outreach materials: fliers, newsletter content, social media graphics.</p> <p>- Allocate time and space at school events and community venues for recruitment conversations.</p> <p>- Budget for orientation materials and PD for new members.</p>

<p>a selection committee, establish evaluation criteria (including race, gender, and skill diversity), and communicate the process openly.</p> <p><b>- Onboard New Members:</b> Develop a comprehensive orientation to be delivered by Jan. 1, 2025.</p>				
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## The Emerson Charter School 3-year Trend Performance Summary

### Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F=Falls far below standard**

		2023	2022	2021
	<b>ACADEMIC</b>	20 23 -2 4	20 22 -2 3	20 21 -2 2
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ELA as compared to district	M	M	E
1d	Student achievement in MATH as compared to district	M	D	E
1e	Special populations achievement in ELA as compared to district	E	E	E
1f	Special populations achievement in MATH as compared to district	M	M	M
2a	Annual academic growth in ELA as compared to State Target	D	M	D
2b	Annual academic growth in MATH as compared to State Target	M	M	M
3a	Special populations growth in ELA as compared to State Target	NR	NR	NR
3b	Special populations growth in MATH as compared to State Target	NR	NR	NR
5	"Regular Attenders" as compared to State Level 3 indicator	D	D	M
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	<p>ACADEMIC COMMENTS:                      5 – The "regular attenders" measure is below the State Level 3 indicator for the District and statewide. While this is a statewide focus, there are no school-specific recommendations.</p> <p>NR = not rated due to small student group size</p>			
	<b>FINANCIALS</b>	20 23 -2 4	20 22 -2 3	20 21 -2 2
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	D	M	M
9d	Default	M	M	M
10a	Total margin	F	D	D
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	F	D
10d	Debt service coverage ratio	D	D	D
	<p>FINANCIAL COMMENTS:                      10a,c,d – Total margin, cash flow, and debt service coverage do not meet the standard set by NACSA. These are all long-term sustainability measures which have been impacted by the buildout of a new school. The cash balance was intentionally budgeted to decrease in 2023-24 and the school maintains a healthy cash balance and does not carry debt. The District does not have concerns at this time but it bears continued watching in 2024-25. It is recommended that the Emerson Board continue</p>			

	to review detailed monthly enrollment and financial reports and forecasts through the fiscal year to ensure new facility debt/lease obligations can be met in the current year.			
	All other financial measures have met the standard.			
		<b>20</b>	<b>20</b>	<b>20</b>
		<b>23</b>	<b>22</b>	<b>21</b>
		<b>-2</b>	<b>-2</b>	<b>-2</b>
	<b>ORGANIZATIONAL</b>	<b>4</b>	<b>3</b>	<b>2</b>
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	M	M
12c	School is protecting the rights of students with disabilities	M	M	M
12d	School is protecting the rights of English Language Learner students	M	M	M
13a	School is meeting financial reporting and compliance requirements	M	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13c	School complies with applicable governance requirements	M	M	M
13d	School holds its administration accountable	M	M	M
13e	School complies with accountability reporting requirements	M	M	M
14a	School protects the rights of all students	M	M	M
14b	School is meeting teacher and other staff credentialing requirements	M	M	M
14c	School complies with laws regarding employee rights	M	M	M
15a	School complies with facilities and transportation requirements	M	M	M
15b	School complies with health and safety requirements	M	M	M
15c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	ORGANIZATIONAL COMMENTS: All organizational measures have met the standard in 2023-24.			

Portland Public Schools  
Annual Performance Framework and Report

KairosPDX Learning Academy Charter School  
2023-24 School Year

Submitted by:

Sunita Sandoz  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Sunita Sandoz  
Program Director, Charter Schools  
Portland Public Schools

## **Academic performance: data elements and sources**

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<sup>1</sup> From NACSA’s Core Performance Framework and Guidance.

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

**Note: The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the redesigned Oregon Report Card beginning in the 2017-18 school year. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.**

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

*The 3-year Trend Performance Summary chart at the end of this document will include the most recent 3 years of available academic performance data (2021-22, 2022-23, and 2023-24). The Financial and Organizational sections will include summary data from the three most recent school years.*

# Academic Performance

## 1. Oregon School Rating System

<b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?
<b>Exceeds standard:</b> <input type="checkbox"/> School received the highest rating from the state accountability system
<b>Meets standard:</b> <input type="checkbox"/> School received a passing rating according to the state accountability system
<b>Does not meet standard:</b> <input type="checkbox"/> School did not receive passing rating according to the state accountability system
<b>Falls far below standard:</b> <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: <b>N/A, the current version of the Oregon Report Card no longer gives single ratings to schools</b>
School comments:

<b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?
<b>Exceeds standard:</b> <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
<b>Meets standard:</b> <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
<b>Does not meet standard:</b> <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
<b>Falls far below standard:</b> <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school was not identified for Targeted (TSI) or Comprehensive (CSI) supports.
School comments:

**Measure 1c**

How are **All Students Total (3-5)** and by **Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F= Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data by Total Students:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>35.4</b>	99	<b>57.0</b>	-21.6%	71	<b>F</b>
<b>% participation</b>	<b>95.2</b>		<b>96.4</b>		94.5	
Gr 3 %	28.6	35	57.0			
Gr 4 %	25.7	35	54.0			
Gr 5 %	55.2	29	47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

Data by Historically Underserved Races/Ethnicities:

English Language Arts	School Valid Test % meets	School N	District Valid Test % meets	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>						
Black	20.0	50	17.0			<b>M</b>
Latino	--	--	35.0	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

--Indicates N-size too small to report, data contributes to total Historically Underserved

District comments/recommendations:

84% of KairosPDX's population are Students of Historically Underserved Races/Ethnicities, 65% are Black/African American or Latinx students. While the school's total average assessment data falls below the District's average achievement levels, the school compares positively to the District's results for Black/African American students, who represent the majority of students tested at KairosPDX and who are the focus of the charter's mission.

**District recommends** continued focus on ELA achievement.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to focus on implementing ELA curriculum adopted three years ago to address learning loss.

**Measure 1d**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in **MATHEMATICS** compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data by Total Students:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>23.2</b>	<b>99</b>	<b>53.0</b>	-29.8%	68	<b>F</b>
<b>% participation</b>	<b>95.2</b>		<b>96.0</b>		94.5	
Gr 3 %	31.4	35	57.0			
Gr 4 %	14.3	35	54.0			
Gr 5 %	24.1	29	47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

Data by Historically Underserved Races/Ethnicities:

Mathematics	School Valid Test % meets	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>						
Black	12.2	50	12.0			<b>M</b>
Latino	--	--	30.0	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

-- Indicates N-size too small to report, data contributes to total Historically Underserved

District Comments/Recommendations:

84% of KairosPDX's population are Students of Historically Underserved Races/Ethnicities, 65% are Black/African American or Latinx students. While the school's total population average assessment data falls below the District's average achievement levels, the school compares positively to the District's results for Black/African American students, who represent the majority of students tested at KairosPDX

and who are the focus of the charter's mission.

**District recommends** continued focus on Math achievement.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to implement the new math curriculum.

**Measure 1e**

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F= Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	21.6	37	24.7	-3.1	67	<b>D</b>
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	61	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	14.3**	12	36.8	-22.5	61	<b>F</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	19.3	57	28.6**	-9.3	65	<b>D</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

District Comments/Recommendations:

The school does not meet District total population performance in Special Populations groups that meet the minimum n-size to receive a rating. School population groups are too small to report disaggregated data for Black student achievement within Special Populations for Economically Disadvantaged or Students with Disabilities.

**District recommends** continued focus on ELA achievement.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to focus on the new ELA curriculum adopted to address learning loss.

**Measure 1f** How are **Students of Special Populations** achieving on state assessments in **MATHEMATICS** compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	21.6	37	20.5	+1.1	64	<b>M</b>
<b>English Learners</b>						
% meets/exceeds	--	--	27.6	--	59	N/A
<b>Students with Disabilities</b>						
% meets/exceeds	12.2**	12**	33.8	-21.6	59	<b>F</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	12.3	57	24.4	-12.1	62	<b>F</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 2-year combined average

District Comments/Recommendations: The school meets District performance in Economically Disadvantaged. The school does not meet District total population performance in Students with Disabilities or Historically Underserved populations. School population groups are too small to report disaggregated data for Black student achievement within Special Populations. See comments regarding KairosPDX Black student achievement pp. 5-6.

**District recommends** continued focus on Math achievement for students of special populations.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to implement the math curriculum.

## 2. Student Academic Growth

### Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

#### **E=Exceeds standard:**

Average gap score change of 5 or more

#### **M=Meets standard:**

Average gap score change of between -19 and 5

#### **D=Does not meet standard:**

Average gap score change of between -42 and -19

#### **F=Falls far below standard:**

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	7	98	-1			<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

The school's students in grades 3-5 met the academic ODE Level 5 target Average Gap Score Change of 5 or higher in ELA.

School comments:

**Measure 2b**

Are students making expected annual academic growth in MATH compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:**

Average gap score change of 4 or more

**M=Meets standard:**

Average gap score change of between -24 and 4

**D=Does not meet standard:**

Average gap score change of between -49 and -24

**F=Falls far below standard:**

Average gap score change of less than -49

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-10	98	-2			<i>M</i>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

The school's students in grades 3-5 met the academic ODE Level 4 target Average Gap Score Change of -11 or higher in Mathematics.

School comments:

### 3. Subgroup Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F=Falls far below standard:** Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	NA		NA			
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	-5	56				<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

The school's students of Historically Underserved Races/Ethnicities in grades 3-5 met the academic ODE Level 4 target Average Gap Score Change of -7 or higher in ELA. The school did not receive Average Gap Score Change ratings in the other special populations categories due to not meeting minimum n-size.

NR = Not Rated

School comments:

**Measure 3b**

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 4 or more

**M=Meets standard:** Average gap score change of between -24 and 4

**D=Does not meet standard:** Average gap score change of between -49 and -24

**F= Falls far below standard:** Average gap score change of less than -49

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	NA		NA			
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	-17	56				<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

The school's students of Historically Underserved Races/Ethnicities in grades 3-5 met the academic ODE Level 3 target Average Gap Score Change of -24 or higher in Math. The school did not receive Average Gap Score Change ratings in the other special populations categories due to not meeting minimum n-size.

NR = Not Rated

School comments:

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#### 4. Local Performance Assessments

<b>Measure 4</b> Describe your school's Local Performance Assessments in the fields below.			
What Local Performance Assessment are you using?	To what grades are you administering the Local Performance Assessment?	What subjects are you assessing through the Local Performance Assessment?	How are you documenting your administration of the Local Performance Assessment?
School Response: MAP for Primary grades	K - 2	Math Reading	NWEA database
MAP	3 - 5	Math Reading	NWEA database
F&P Benchmark assessment	K - 5	Reading	Classroom systems
Math Unit assessments Engage NY Investigations	K - 5	Math	Classroom systems
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

#### **E=Exceeds standard:**

- School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

#### **M=Meets standard:**

- School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

#### **D=Does not meet standard:**

- School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

#### **F=Falls far below standard:**

- School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data by Total Students:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5			k-5			
%	73.1	242	70.4	+2.7	85	<b>D</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school and District's percentage of regular attenders falls below the Level 3 benchmark of 85%, Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide. This is a continued statewide focus in the 2023-24 school year. Kairos outperforms the District by 2.7% for percentage of Regular Attenders.

School comments:

KairosPDX continues to focus on attendance, and with support of our Office Coordinator and Family Coordinator, is building relationships with families and assisting with basic needs to improve attendance for all leaders. We will use individual data to determine the scope of non-regular attenders to determine where intervention is appropriate within the band of 80-90% so that we can target our intervention in ways that are appropriate to the problem.

(Measures 6 and 7 omitted, apply to middle and high schools only)

**8. School goals and recommendations (academic)**

**Measure 8a**  
Did the school meet the academic goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
We will see that at least 50% of students who attend school at least 80% of the time will make at least typical growth between the Beginning of Year (BOY) and End of Year (EOY) on both ELA and math NWEA assessments.		

**Measure 8b**  
In school year 2023-24, did the school implement the academic recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
District recommended continued focus on ELA and Math achievement as well as on addressing learning loss from the COVID-19 pandemic.	Recommended, strategy implemented	We continue to navigate the increased support needed for students' social-emotional and behavioral needs, after the COVID-19 pandemic. Training and support for

		implementing ELA and math curriculum will continue.

**Measure 8c**  
Based on the 2023-24 school year data presented in this report, will the school add any academic goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

<b>Goal added to Plan:</b>				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:  Current ratio is 8.68, meets standard
School comments:

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365
<b>Meets standard:</b> <input checked="" type="checkbox"/> 60 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: School has 202.14 days unrestricted cash, meets standard
School comments:

**Measure 9c**

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

**Meets standard:**

Enrollment variance equals or exceeds 95% in the most recent year

**Does not meet standard:**

Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is 96%, meets standard

School comments:

**Measure 9d**

Default

**Meets standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

Not in default, meets standard

School comments:

**10. Sustainability Measures**

<p><b>Measure 10a</b>                  Total Margin: Net income divided by total revenue                  Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive</li> <li>-OR-</li> <li><input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive</li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)</li> </ul>
<p><b>Falls far below standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5%</li> <li>-OR-</li> <li><input type="checkbox"/> The most recent year total margin is less than -10%</li> </ul>
<p>District comments/recommendations:</p> <p>Aggregated 3-year total margin is positive at 3.77%, but most recent year total margin is negative at -3.71%; does not meet standard</p>
<p>School comments:</p>

<p><b>Measure 10b</b>                  Debt to asset ratio: Total liabilities divided by total assets</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Debt-to-asset ratio is less than 0.9</li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debt-to-asset ratio is between 0.9 and 1.0</li> </ul>
<p><b>Falls far below standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debt-to-asset ratio is greater than 1.0</li> </ul>
<p>District comments/recommendations:</p> <p>Debt-to-asset ratio is 0.02, meets standard</p>
<p>School comments:</p>

**Measure 10c**

Cash flow:  
Multi-year cash flow = Year 3 total cash - Year 1 total cash  
One-year cash flow = Year 2 total cash - Year 1 total cash

**Meets standard:**

- Multi-year cumulative cash flow is positive and cash flow is positive each year
- OR-
- Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

**Does not meet standard:**

- Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)

**Falls far below standard:**

- Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is -\$818,821 and one-year cash flow is -\$141,103; falls far below standard. While the school's cash flow falls far below NACSA standard, the school has a robust cash balance and carries no debt. This measure bears watching in the 2024-25 school year but is not cause for immediate concern.

School comments:

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

- Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

- Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is well above 1.1, meets standard. (Difficult to calculate the actual number because lease payments, representing the only debt, are near zero at \$1)

School comments:

**11. School goals and recommendations (financial)**

**Measure 11a**  
 Did the school meet the financial goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Run a Learning Academy based community fundraiser encompassing staff, students and families.	Yes	The Heart & Soul run took place on October 6, 2023 where our students, staff and families all had the opportunity to participate together.

**Measure 11b**  
 In school year 2023-24, did the school implement the financial recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no financial recommendations in the 2022-23 annual performance report, all financial measures were met.	N/A	N/A

**Measure 11c**  
 Based on the 2023-24 school year data presented in this report, will the school add any financial goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# Organizational Performance

## 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
<b>Does not meet standard:</b> <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially complies with this standard.
School comments:

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
<b>Does not meet standard:</b> <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
District comments/recommendations: The school materially complies with this standard.
School comments:

**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

**Does not meet standard:**

Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

**Does not meet standard:**

The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

District comments/recommendations: The school materially complies with this standard.

School comments:

**13. Governance and Reporting**

<p><b>Measure 13a</b> Is the school meeting financial reporting and compliance requirements?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:           <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:           <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul> </li> </ul>
<p>District comments/recommendations: The school materially complies with this standard.</p>
<p>School comments:</p>

<p><b>Measure 13b</b> Is the school following Generally Accepted Accounting Principles (GAAP)?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:           <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:           <ul style="list-style-type: none"> <li>• A qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul> </li> </ul>
<p>District comments/recommendations: While the school meets this standard, it is of note that the municipal audit was received more than 90 days past the due date deadline.</p>
<p>School comments:</p>

**Measure 13c**

Is the school complying with applicable governance requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13d**

Is the school holding its administration accountable?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments:

## 14. Students and Employees

### Measure 14a

Is the school protecting the rights of all students?

#### **Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

#### **Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: The school materially complies with this standard as evidenced through required staff reporting deliverables to the district.

School comments:

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

## 15. School Environment

### Measure 15a

Is the school complying with facilities and transportation requirements?

#### *Meets standard:*

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

#### *Does not meet standard:*

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 15b**

Is the school complying with health and safety requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 15c**

Is the school handling information appropriately?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

## 16. Additional Obligations

### Measure 16

Is the school complying with all other obligations?

#### **Meets standard:**

The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:

- Revisions to state charter law
- Intervention requirements by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

#### **Does not meet standard:**

The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:

- Revisions to state charter law
- Intervention requirements by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

District comments/recommendations: The school materially complies with this standard.

School comments:

## 17. School goals and recommendations (organizational)

### Measure 17a

Did the school meet the organizational goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Our goal is for staff to have opportunities to lead, gain skills and grow through peer coaching.	Not yet	The goal has been partially met. We have put structures in place to support teacher leadership, specifically peer coaching. However, teacher leaders have been called to cover classrooms due to staff attendance challenges and the need to support small group instruction.

### Measure 17b

In school year 2023-24, did the school implement the organizational recommendations from the district in the 2022-23 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no organizational recommendations in the 2022-23 annual performance report, all organizational measures were met.	N/A	N/A

**Measure 17c**

Based on the 2023-24 school year data presented in this report, will the school add any organizational goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

<b>Goal added to Plan:</b>				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## KairosPDX Charter School 3-year Trend Performance Summary

### Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F= Falls far below standard**

		202 3-24	20 22 -2 3	20 21 -2 2
<b>ACADEMIC</b>				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ENGLISH LANGUAGE ARTS as compared to district	F/M	F/M	F/M
1d	Student achievement in MATH as compared to district	F/M	D/M	F/M
1e	Special populations achievement in ELA as compared to district	D/F/ D	D	D
1f	Special populations achievement in MATH as compared to district	M/F/ F	M	M
2a	Annual academic growth in ELA as compared to State Target	E	E	M
2b	Annual academic growth in MATH as compared to State Target	M	E	M
3a	Special populations growth in ELA as compared to State Target	M	M	NR
3b	Special populations growth in MATH as compared to State Target	M	M	NR
5	“Regular Attenders” as compared to State Level 3 indicator	D	D	D
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
<p>ACADEMIC COMMENTS:</p> <p>1c,d,e - The school did not meet the District average or State benchmark in ELA or MATH when comparing “all students,” however it is noted that 84% of KairosPDX’s population are Students of Historically Underserved Races/Ethnicities, 65% are Black/African American or Latinx students. While the school’s total average assessment data falls below the District’s average achievement levels, the school compares positively to the District’s results for Black/African American students, who represent the majority of students tested at KairosPDX and who are the focus of the charter’s mission (see additional tables for measure 1c, 1d, and mixed results for special populations data on measures 1e and 1f).</p> <p>5 - The “regular attenders” measure is below the State Level 3 indicator for the District and statewide. While this is a statewide focus, there are no school-specific recommendations.</p>				
<b>FINANCIALS</b>				
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M

10a	Total margin	D	D	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	F	M
10d	Debt service coverage ratio	M	M	M
	<b>FINANCIAL COMMENTS:</b> 10a, c – Total margin and cash flow do not meet NACSA standard, however the school carries a robust cash balance and does not carry debt. While the cash flow measures bear watching, there is not current concern.			
			<b>20</b>	<b>20</b>
			<b>22</b>	<b>21</b>
		<b>202</b>	<b>-2</b>	<b>-2</b>
	<b>ORGANIZATIONAL</b>	<b>3-24</b>	<b>3</b>	<b>2</b>
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	M	M
12c	School is protecting the rights of students with disabilities	M	M	M
12d	School is protecting the rights of English Language Learner students	M	M	M
13a	School is meeting financial reporting and compliance requirements	M	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13c	School complies with applicable governance requirements	M	M	M
13d	School holds its administration accountable	M	M	M
13e	School complies with accountability reporting requirements	M	M	M
14a	School protects the rights of all students	M	M	M
14b	School is meeting teacher and other staff credentialing requirements	M	M	M
14c	School complies with laws regarding employee rights	M	M	M
15a	School complies with facilities and transportation requirements	M	M	M
15b	School complies with health and safety requirements	M	M	M
15c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	<b>ORGANIZATIONAL COMMENTS:</b> All organizational measures have met the standard in 2023-24.			

Portland Public Schools  
Annual Performance Framework and Report

Le Monde French Immersion  
Charter School  
2023-24 School Year

Submitted by:

Sunita Sandoz  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the [Core Performance Framework and Guidance](#) developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Sunita Sandoz  
Program Director, Charter Schools  
Portland Public Schools

## **Academic performance: data elements and sources**

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<sup>1</sup> From NACSA’s [Core Performance Framework and Guidance](#).

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

**Note: Since the 2017-18 school year, the Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the Oregon Report Card. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.**

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

*The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2021-22, 2022-23, and 2023-24). The Financial and Organizational sections will include summary data from the three most recent school years.*

## **Academic Performance**

# 1. Oregon School Rating System

<b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?
<b>Exceeds standard:</b> € School received the highest rating from the state accountability system
<b>Meets standard:</b> € School received a passing rating according to the state accountability system
<b>Does not meet standard:</b> € School did not receive passing rating according to the state accountability system
<b>Falls far below standard:</b> € School identified for intervention or considered failing by the state accountability system
District comments/recommendations: <b>N/A, the current version of the Oregon Report Card no longer gives single ratings to schools.</b>
School comments:

<b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?
<b>Exceeds standard:</b> ✓ School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
<b>Meets standard:</b> € School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
<b>Does not meet standard:</b> € School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
<b>Falls far below standard:</b> ☐ School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations:  The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports, and meets the long term academic accountability indicators in Oregon's ESEA Plan of 80% in ELA and Math.
School comments:

**Measure 1c**

How are **All Students Total (K-5, 6-8)** and **by Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>79.0</b>	125	<b>57.0</b>	<b>+22.0</b>	<b>71</b>	<b>E</b>
<b>% participation</b>	<b>100.0</b>		<b>95.9</b>		94.5	
Gr 3 %	72.0	43	57.0			
Gr 4 %	81.0	42	54.0			
Gr 5 %	85.0	40	60.0			
<b>All Students 6-8</b>						
<b>% meets/exceeds</b>	<b>89.0</b>	109	<b>55.0</b>	<b>+34.0</b>	<b>71</b>	<b>E</b>
<b>% participation</b>	<b>99.1</b>		<b>91.6</b>		94.5	
Gr 6 %	87.0	33	54.0			
Gr 7 %	91.0	35	57.0			
Gr 8 %	86.0	41	53.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school exceeded District average in all grades and met Oregon Report Card Level 5 and MIP long-term goal in grades 3-5 and grades 6-8 ELA.

School comments:

**Measure 1d**

How are **All Students Total (K-5, 6-8)** and **by Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
% meets/exceeds	<b>75.0</b>	125	<b>53.0</b>	<b>+22.0</b>	68	<b>E</b>
% participation	<b>98.4</b>		<b>96.0</b>		94.5	
Gr 3 %	71.0	43	57.0			
Gr 4 %	81.0	42	54.0			
Gr 5 %	74.0	40	47.0			
<b>All Students 6-8</b>						
% meets/exceeds	<b>75.0</b>	109	<b>44.0</b>	<b>+31.0</b>	68	<b>E</b>
% participation	<b>99.1</b>		<b>91.8</b>		94.5	
Gr 6 %	79.0	33	44.0			
Gr 7 %	75.0	35	47.0			
Gr 8 %	73.0	41	41.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school exceeded District average in all grades and met Oregon Report Card Level 5 and MIP long-term goal in grades 3-5 and grades 6-8 Math.

School comments:

### Measure 1e

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>	3-5		3-5			
<b>Economically Disadvantaged</b>						
% meets/exceeds	--	--	24.7	--	67	--
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	61	--
<b>Students with Disabilities</b>						
% meets/exceeds	59.0	22	36.2**	+22.8	61	<b>E</b>
<b>Historically Underserved Races/Ethnicities</b>	(OR Report Card)		(OR Report Card)			
% meets/exceeds	55.9**	20	28.6**	+27.3	64	<b>E</b>
<b>All Students 6-8</b>	6-8		6-8			
<b>Economically Disadvantaged</b>						
% meets/exceeds	--	--	21.7	--	67	--
<b>English Learners</b>						
% meets/exceeds	--	--	14.4	--	61	--
<b>Students with Disabilities</b>						
% meets/exceeds	--	--	24.1	--	61	--
<b>Historically Underserved Races/Ethnicities</b>	(OR Report Card)		(OR Report Card)			
% meets/exceeds	55.9**	20	24.2**	+31.7	64	<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District ELA achievement averages where there is a large enough population to report. The school met or exceeded the Oregon Report Card Level 3 target of 54-66 for Students with Disabilities in grades 3-5, and met or exceeded the Level 3 target of 54 for Students of Historically Underserved Races/Ethnicities in grades 3-8.

School comments:

**Measure 1f**

How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students</b>	3-5		3-5			
<b>Economically Disadvantaged</b>	(OR Report Card)					
% meets/exceeds	65.9**	17	20.5	+45.4	64	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	59	--
<b>Students with Disabilities</b>						
% meets/exceeds	55.0	22	33.8	+21.2	59	<b>E</b>
<b>Historically Underserved Races/Ethnicities</b>	(OR Report Card)		(OR Report Card)			
% meets/exceeds	51.7**	20	23.0**	+28.7	62	<b>E</b>
<b>All Students 6-8</b>	6-8		6-8			
<b>Economically Disadvantaged</b>						
% meets/exceeds	--	--	12.8	--	64	--
<b>English Learners</b>						
% meets/exceeds	--	--	9.3	--	59	--
<b>Students with Disabilities</b>						
% meets/exceeds	--	--	20.4	--	59	--
<b>Historically Underserved Races/Ethnicities</b>	(OR Report Card)		(OR Report Card)			
% meets/exceeds	51.7**	20	16.1	+35.6	62	<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

---Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District Math achievement averages

where there is a large enough population to report. The school met or exceeded the Oregon Report Card Level 4 for Students with Disabilities in grades 3-5, and met or exceeded the Level 3 target of 43 for Students of Historically Underserved Races/Ethnicities in grades 3-8.

School comments:

## 2. Student Academic Growth

### Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:**

- ✓ Average gap score change of 5 or more

**M=Meets standard:**

Average gap score change of between -19 and 5

**D=Does not meet standard:**

Average gap score change of between -42 and -19

**F= Falls far below standard:**

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>					NA	
Gap Score Change						
<b>Le Monde Grade 3-8</b>	10	232				<b>E</b>
<b>PPS Grade 3-5</b>			-1	+11		
<b>PPS Grade 6-8</b>			-11	+21		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 met the academic ODE Level 5 target Average Gap Score Change of 5 or higher.

School comments:

**Measure 2b**

Are students making expected annual academic growth in MATH compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F=Falls far below standard:** Average gap score change of less than -42

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>					NA	
Gap Score Change						
<b>Le Monde Grade 3-8</b>	-20	229				<b>D</b>
<b>PPS Grade 3-5</b>			9	-29		
<b>PPS Grade 6-8</b>			-7	-13		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 did not meet the academic Average Gap Score Change of -19 or higher. At -20, they missed meeting this target by 1. This is not a concern for the district.

School comments: As a high achieving school in Math, it can be more difficult to match growth targets as compared to schools that are not as high.

### 3. Subgroup Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F= Falls far below standard:** Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>	3-8		3-5		NA	
Economically Disadvantaged	--	--	-6	--		--
English Learners	--	--	3			--
Students with Disabilities	--	--	9	--		--
Historically Underserved Races/Ethnicities	--	--	-5	--		--
<b>All Students 6-8</b>			6-8			
Economically Disadvantaged			-3	--		
English Learners			-25	--		
Students with Disabilities			-2	--		
Historically Underserved Races/Ethnicities			-14	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change  
 --Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

The school did not meet the minimum n-size to receive a rating for Students of Special Populations for ELA in the 2023-24 school year.

School comments:

**Measure 3b**

Is the school increasing academic performance over time in MATH for **Students of Special Populations?** (Combined Median Growth Percentile)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F=Falls far below standard:** Average gap score change of less than -42

Data:

<b>MATH Special Populations Avg Gap Score Change</b>	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>	3-8		3-5		NA	
<b>Economically Disadvantaged</b>	--	--	5	--		--
<b>English Learners</b>	--	--		--		--
<b>Students with Disabilities</b>	--	--	17	--		--
<b>Historically Underserved Races/Ethnicities</b>	--	--	5	--		--
<b>All Students 6-8</b>			6-8			
<b>Economically Disadvantaged</b>			3	--		
<b>English Learners</b>			-31	--		--
<b>Students with Disabilities</b>			6	--		
<b>Historically Underserved Races/Ethnicities</b>			-10	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

--Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

The school did not meet the minimum n-size to receive a rating for Students of Special Populations for Math in the 2023-24 school year.

School comments:

#### 4. Local Performance Assessments

<b>Measure 4</b> Describe your school's Local Performance Assessments in the fields below.			
<b>What Local Performance Assessment are you using?</b>	<b>To what grades are you administering the Local Performance Assessment?</b>	<b>What subjects are you assessing through the Local Performance Assessment?</b>	<b>How are you documenting your administration of the Local Performance Assessment?</b>
School Response:			
DIBELS	1 <sup>st</sup> grade	ELA	Local Retention
IDAPEL	K, 1 and 2 grades	French	Local Retention
MAP Math	1 to 3 data points, K-8 grades	Math	NWEA Platform/Provision to Parents with Report Cards
MAP Reading	2 or 3 data points, 1-8 grades	ELA	NWEA Platform/Provision to Parents with Report Card
MAP Science	5 grade	Science	NWEA Platform/Provision to Parents with Report Card
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

**E=Exceeds standard:**

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

**M=Meets standard:**

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

**D=Does not meet standard:**

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

**F=Falls far below standard:**

School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
<b>All Students K-5</b>						
%	73.0	267	70.4	+2.6	85	<b>D</b>
<b>All Students 6-8</b>						
%	**		64.5		83	

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Data not available, Oregon Report Card for this school only includes attendance data for grades k-5

District comments/recommendations:

The school's percentage of Regular Attenders did not meet the Level 3 indicator of 85% for grades k-5, but exceeded the District average by 2.6%. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide. This is a continued statewide focus.

School comments:

**6. Alignment of Core Classes to Standards (Middle Schools and High Schools only)**

<p><b>Measure 6</b> Is the school aligning all classes in core subjects to Common Core State Standards?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.</li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li>€ School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.</li> </ul>
<p><b>Falls far below standard:</b></p> <ul style="list-style-type: none"> <li>€ School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence through detailed syllabi, course descriptions, curriculum alignments, or other methods.</li> </ul>
<p>District comments/recommendations:</p> <p>The school has aligned all classes in MS core subjects to Common Core State Standards and submitted syllabi and course descriptions as evidence.</p>
<p>School comments:</p>

(Measure 7 omitted, applies to high schools only)

### 8. School goals and recommendations (academic)

#### Measure 8a

Did the school meet the academic goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Increase student attendance in all subcategories to Level 4 on 23/24 annual ESSA Accountability Details Report.	No. While school attendance improved, we still do not have a level 4 across all subcategories.	Improvements to attendance at a charter will be gradual. Draconian efforts to ensure attendance could be unintentionally exclusionary or create negative relationships with families, so like many aspects of education we expect (and are seeing) incremental improvements over time (while setting goals that are theoretically attainable).

#### Measure 8b

In school year 2023-24, did the school implement the academic recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
No academic recommendations were made	N/A	N/A

by the district in the 2022-23 Performance Report.		

**Measure 8c**  
 Based on the 2023-24 school year data presented in this report, will the school add any academic goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

<b>Goal added to Plan:</b>				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> ✓ Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> € Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> € Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 2.91, meets standard.
School comments:

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365
<b>Meets standard:</b> 60 days cash –OR– ✓ Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> € Between 15 and 30 days cash –OR– € Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> € Fewer than 15 days cash
District comments/recommendations: The school has 127.30 unrestricted days' cash.
School comments:

**Measure 9c**

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

**Meets standard:**

- ✓ Enrollment variance equals or exceeds 95% in the most recent year

**Does not meet standard:**

- € Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

- € Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is 96%, meets standard.

School comments:

**Measure 9d**

Default

**Meets standard:**

- ✓ School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

- € School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

The school is not in default, meets standard.

School comments:

## 10. Sustainability Measures

<b>Measure 10a</b> Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues
<b>Meets standard:</b> X Aggregated 3-year total margin is positive and the most recent year total margin is positive -OR- € Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive
<b>Does not meet standard:</b> Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)
<b>Falls far below standard:</b> € Aggregated three-year total margin is less than or equal to -1.5% -OR- € The most recent year total margin is less than -10%
District comments/recommendations:  Aggregated 3-yr total margin is positive at 0.09%, and most recent year total margin is 2.97%. Meets standard.
School comments:

<b>Measure 10b</b> Debt to asset ratio: Total liabilities divided by total assets
<b>Meets standard:</b> ✓ Debt-to-asset ratio is less than 0.9
<b>Does not meet standard:</b> € Debt-to-asset ratio is between 0.9 and 1.0
<b>Falls far below standard:</b> € Debt-to-asset ratio is greater than 1.0
District comments/recommendations:  Debt to asset ratio is -0.10, meets standard.
School comments:

**Measure 10c**

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

**Meets standard:**

€ Multi-year cumulative cash flow is positive and cash flow is positive each year

-OR-

X Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

**Does not meet standard:**

€ Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

**Falls far below standard:**

Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is \$724,994; meets standard.

School comments:

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

✓ Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

€ Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is 1.28, meets standard

School comments:

## 11. School goals and recommendations (financial)

### Measure 11a

Did the school meet the financial goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Ensure cash investment revenue generation is adequate during the academic year to support any unforeseen expense needs to meet budget without consuming principal.	Yes.	The school operated within budget for 23/24 and budgeted not to invade principal.

### Measure 11b

In school year 2023-24, did the school implement the financial recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Le Monde's Board continue to closely monitor budget and cash flow for sustainability.	Yes.	The school also felt it was important to monitor budget and cash carefully.

### Measure 11c

Based on the 2023-24 school year data presented in this report, will the school add any financial goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

<b>Goal added to Plan:</b>				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
N/a				

## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# Organizational Performance

## 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <ul style="list-style-type: none"><li>✓ The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</li></ul>
<b>Does not meet standard:</b> <ul style="list-style-type: none"><li>€ The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</li></ul>
District comments/recommendations: The school materially meets this standard.
School comments:

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <ul style="list-style-type: none"><li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:<ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul></li></ul>
<b>Does not meet standard:</b> <ul style="list-style-type: none"><li>• The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to:<ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul></li></ul>
District comments/recommendations: The school materially meets this standard.
School comments:



**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

- ✓ Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Identification and referral
  - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
  - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
  - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
  - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

**Does not meet standard:**

- € Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Identification and referral
  - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
  - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
  - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
  - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

District comments/recommendations: The school materially meets this standard.

School comments:

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Development and implementation of required plans related to the service of ELL students
  - Proper steps for identification of students in need of ELL services
  - Appropriate and equitable delivery of services to identified students
  - Appropriate accommodations on assessments
  - Exiting of students from ELL services
  - Ongoing monitoring of exited students

**Does not meet standard:**

- € The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Development and implementation of required plans related to the service of ELL students
  - Proper steps for identification of students in need of ELL services
  - Appropriate and equitable delivery of services to identified students
  - Appropriate accommodations on assessments
  - Exiting of students from ELL services
  - Ongoing monitoring of exited students

District comments/recommendations: The school materially meets this standard.

School comments:

### 13. Governance and Reporting

#### Measure 13a

Is the school meeting financial reporting and compliance requirements?

##### *Meets standard:*

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
  - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
  - All other reporting requirements related to the use of public funds

##### *Does not meet standard:*

- € The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
  - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
  - All other reporting requirements related to the use of public funds

District comments/recommendations: The school materially complies with this standard.

School comments:

#### Measure 13b

Is the school following Generally Accepted Accounting Principles (GAAP)?

##### *Meets standard:*

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:
  - An unqualified audit opinion
  - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
  - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

##### *Does not meet standard:*

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:
  - An qualified audit opinion
  - An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses
  - An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report

District comments/recommendations: The school materially complies with this standard. The school

submitted an audit devoid of significant or material findings.

School comments:

**Measure 13c**

Is the school complying with applicable governance requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

**Does not meet standard:**

- € The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

District comments/recommendations:

The school materially complies with this standard.

School comments:

**Measure 13d**

Is the school holding its administration accountable?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

**Does not meet standard:**

- € The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments:

## 14. Students and Employees

### Measure 14a

Is the school protecting the rights of all students?

#### *Meets standard:*

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
  - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

#### *Does not meet standard:*

- € The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
  - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The district has no reason to believe the standard has not been met.

School comments:

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

- ❑ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations:

The school materially complies with this standard.

School comments:

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

- ❑ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

## 15. School Environment

### Measure 15a

Is the school complying with facilities and transportation requirements?

#### Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
  - Americans with Disabilities Act
  - Fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization
  - Documentation of requisite insurance coverage
  - Student transportation

#### Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
  - Americans with Disabilities Act
  - Fire inspections and related records
  - Viable certificate of occupancy or other required building use authorization
  - Documentation of requisite insurance coverage
  - Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

### Measure 15b

Is the school complying with health and safety requirements?

#### Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)
  - Communicable Disease Plan including COVID-19

#### Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and

<p>provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Appropriate nursing services and dispensing of pharmaceuticals</li> <li>● Food service requirements</li> <li>● Healthy and Safe Schools Plan (ORS 581-022-2233)</li> <li>● Communicable Disease Plan including COVID-19</li> </ul>
<p>District comments/recommendations: The district has no reason to believe the school has not met this standard.</p>
<p>School comments:</p>

<p><b>Measure 15c</b> Is the school handling information appropriately?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to: <ul style="list-style-type: none"> <li>● Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>● Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities</li> <li>● Transferring of student records</li> <li>● Proper and secure maintenance of testing materials</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li>☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to: <ul style="list-style-type: none"> <li>● Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>● Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities</li> <li>● Transferring of student records</li> <li>● Proper and secure maintenance of testing materials</li> </ul> </li> </ul>
<p>District comments/recommendations: The district has no reason to believe the school has not met this standard.</p>
<p>School comments:</p>

## 16. Additional Obligations

<p><b>Measure 16</b> Is the school complying with all other obligations?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:             <ul style="list-style-type: none"> <li>● Revisions to state charter law</li> <li>● Intervention requirements by the district</li> <li>● Action items assigned by the district</li> <li>● Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"> <li>☐ The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:             <ul style="list-style-type: none"> <li>● Revisions to state charter law</li> <li>● Intervention requirements by the district</li> <li>● Action items assigned by the district</li> <li>● Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul> </li> </ul>
<p>District comments/recommendations: The school is responsive and timely with all other requirements from the district.</p>
<p>School comments:</p>

## 17. School goals and recommendations (organizational)

### Measure 17a

Did the school meet the organizational goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Provide all staff with a professional development opportunity related to supporting neurodiverse students this academic year.	Yes.	The school felt this was an important strategy and set aside time to implement during back to school training sessions.

### Measure 17b

In school year 2023-24, did the school implement the organizational recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district Organizational recommendations were made in the 2022-23 report.		

**Measure 17c**

Based on the 2023-24 school year data presented in this report, will the school add any organizational goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

## Le Monde Charter School 3-year Trend Performance Summary

### Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F= Falls far below standard**

		2		2
		0		0
		2	20	1
		3-	22	-
		2	-2	2
		4	3	2
	<b>ACADEMIC</b>			
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	E	E	M
1c	Student achievement in ELA as compared to district Grades 3-8	E	E	E
1d	Student achievement in MATH as compared to district Grades 3-8	E	E	E
1e	Special populations achievement in ELA as compared to district Gr 3-8	E	E	E
1f	Special populations achievement in MATH as compared to district Gr 3-8	E	E	E
2a	Annual academic growth in ELA as compared to district Grades 3-8**	E	E	E
2b	Annual academic growth in MATH as compared to district Grades 3-8**	D	M	D
3a	Special populations growth in ELA as compared to district Grades 3-8**	*	*	M
3b	Special populations growth in MATH as compared to district Grades 3-8**	*	*	E
5	Students who are Regular Attenders as compared to Level 3 indicator	D	D	M
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7	NA, for HIGH SCHOOLS ONLY			
	<p>*not reported due to n-size too small  **Academic growth in 2022-23 measured by Average Gap Score Change, a different measure than in previous years  <b>ACADEMIC COMMENTS:</b>  The school met or exceeded all academic achievement measures in 2023-24 except for Math growth and Regular Attenders. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide. This is a continued statewide focus in the 2024-25 school year.</p>			

		2 0 2 3- 2 4	20 22 -2 3	2 0 2 1 - 2 2
	<b>FINANCIALS</b>			
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10 a	Total margin	M	D	D
10 b	Debt to asset ratio	M	M	M
10 c	Cash flow	M	F	D
10 d	Debt service coverage ratio	M	M	D
	FINANCIAL COMMENTS: School met all financial measures in 2023-24.			
		2 0 2 3- 2 4	20 22 -2 3	2 0 2 1 - 2 2
	<b>ORGANIZATIONAL</b>			
12 a	School is implementing education program as defined in contract	M	M	M
12 b	School is complying with applicable educational requirements	M	M	M
12 c	School is protecting the rights of students with disabilities	M	M	M
12 d	School is protecting the rights of English Language Learner students	M	M	M
13 a	School is meeting financial reporting and compliance requirements	M	M	M
13 b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13 c	School complies with applicable governance requirements	M	M	M
13 d	School holds its administration accountable	M	M	M

13 e	School complies with accountability reporting requirements	M	M	M
14 a	School protects the rights of all students	M	M	M
14 b	School is meeting teacher and other staff credentialing requirements	M	M	M
14 c	School complies with laws regarding employee rights	M	M	M
15 a	School complies with facilities and transportation requirements	M	M	M
15 b	School complies with health and safety requirements	M	M	M
15 c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	<p>ORGANIZATIONAL COMMENTS: All organizational measures have met the standard in 2023-24.</p>			

Portland Public Schools  
Annual Performance Framework and Report

Portland Arthur Academy  
Charter School  
2023-24 School Year

Submitted by:

Sunita Sandoz  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Sunita Sandoz  
Program Director, Charter Schools  
Portland Public Schools

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<sup>1</sup> From NACSA’s Core Performance Framework and Guidance.  
Portland Arthur Academy Charter School 2023-24 Performance Framework

## **Academic performance: data elements and sources**

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

***Note: Since the 2017-18 school year, the Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the Oregon Report Card. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.***

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

*The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2021-22, 2022-23 and 2023-24). The Financial and Organizational sections will include summary data from the three most recent school years.*

# Academic Performance

## 1. Oregon School Rating System

<b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?
<b>Exceeds standard:</b> <input type="checkbox"/> School received the highest rating from the state accountability system
<b>Meets standard:</b> <input type="checkbox"/> School received a passing rating according to the state accountability system
<b>Does not meet standard:</b> <input type="checkbox"/> School did not receive passing rating according to the state accountability system
<b>Falls far below standard:</b> <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: <b>N/A, the current version of the Oregon Report Card no longer gives single ratings to schools</b>
School comments:

<b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?
<b>Exceeds standard:</b> <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
<b>Meets standard:</b> <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
<b>Does not meet standard:</b> <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
<b>Falls far below standard:</b> <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports.
School comments:

**Measure 1c**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School IN	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>70.0</b>	66	<b>57.0</b>	+13.0	71	<b>E</b>
<b>% participation</b>	<b>88.2</b>		<b>96.4</b>		94.5	
Gr 3 %	62.0		57.0			
Gr 4 %	86.0		54.0			
Gr 5 %	60.0		47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school exceeds average District performance in English Language Arts and meets the Oregon Report Card Level 4 State Goal of 67-79.9%.

School comments:

**Measure 1d**

How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>50.0</b>	<b>66</b>	<b>53.0</b>	-3	68	<b>D</b>
<b>% participation</b>	<b>88.2</b>		<b>96.0</b>		94.5	
Gr 3 %	48.0		57.0			
Gr 4 %	68.0		54.0			
Gr 5 %	35.0		47.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school did not meet the average District performance in Math, however, meets the Oregon Report Card Level 3 State Goal of 43-61.9%. The school made progress toward improvement in Math by >5% over their 2022-23 scores.

School comments: Over the last three years, we have seen an increase in the overall scores of OSA Math achievement for all students, however, we still need to increase achievement. Our academic goal is to continue to increase OSA math scores so this is still a high priority and focus for us.

### Measure 1e

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
<b>% meets/exceeds</b>	55.6	18	24.7	+30.9	67	<b>E</b>
<b>English Learners</b>						
<b>% meets/exceeds</b>	66.7**	18	23.8**	+42.9	61	<b>E</b>
<b>Students with Disabilities</b>						
<b>% meets/exceeds</b>	44.4	9	36.8	+7.6	61	<b>M</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
<b>% meets/exceeds</b>	58.3**	15	28.6**	+29.7	65	<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

District Comments/Recommendations:

The school meets or exceeds average District performance targets by student group for Students of Special Populations in ELA and meets or exceeds State Level 3 target in all student groups except Students with Disabilities. In addition, English Learners exceeded the statewide MIP target.

School comments:

**Measure 1f**

How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F= Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>Economically Disadvantaged</b>						
% meets/exceeds	38.9	18	20.5	+18.4	64	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	44.4	18	27.6	+16.8	59	<b>E</b>
<b>Students with Disabilities</b>						
% meets/exceeds	33.3	9	33.8	-.5	59	<b>M</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	33.3	15	24.4	+8.9	62	<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

District Comments/Recommendations:

The school meets or exceeds District performance by student group where student population is large enough to report. The school and District performance falls within the Oregon Report Card Level 2 State Goal of 8%-43%, except for English Learners who fall within the Oregon Report Card Level 3 State Goal of 43%-61.9%.

School comments:

## 2. Student Academic Growth

### Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:**

Average gap score change of 5 or more

**M=Meets standard:**

Average gap score change of between -19 and 5

**D=Does not meet standard:**

Average gap score change of between -42 and -19

**F= Falls far below standard:**

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>					NA	
Gap Score Change	-11	66	-1	-10		<b>M</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Portland Arthur Academy students in grades 3-5 met the academic ODE Level 3 target Average Gap Score Change of -19 or higher in ELA.

School comments:

### Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2023-24 this is measured by Average Gap Score Change)

**E=Exceeds standard:**

Average gap score change of 4 or more

**M=Meets standard:**

Average gap score change of between -24 and 4

**D=Does not meet standard:**

Average gap score change of between -49 and -24

**F= Falls far below standard:**

Average gap score change of less than -49

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-5</b>					NA	
Gap Score Change	-1	66	-2	+1		<b>M</b>

--	--	--	--	--	--	--

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Portland Arthur Academy students in grades 3-5 met the academic ODE Level 3 target Average Gap Score Change of -24 or higher in Mathematics.

School comments:

### 3. Subgroup Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2022-23 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F=Falls far below standard:** Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	NA		NA			
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	--	--	--	--		NR

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

\*\*Metric is based on 2-year combined average

District comments/recommendations:

NR = Not Rated

The school did not receive Average Gap Score Change ratings in the special populations categories due to not meeting the minimum n-size to receive a rating.

School comments:

#### Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2022-23 this is measured by Average Gap Score Change)

**E=Exceeds standard:** Average gap score change of 4 or more

**M=Meets standard:** Average gap score change of between -24 and 4

**D=Does not meet standard:** Average gap score change of between -49 and -24

**F=Falls far below standard:** Average gap score change of less than -49

Data:

MATH Special	School	N	District	% +/-	MIP*	Rating

<b>Populations Avg Gap Score Change</b>						
<b>All Students 3-5</b>					NA	
<b>Economically Disadvantaged</b>	NA		NA			
<b>English Learners</b>	--	--	--	--		NR
<b>Students with Disabilities</b>	--	--	--	--		NR
<b>Historically Underserved Races/Ethnicities</b>	--	--	--	--		NR

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change  
\*\*Metric is based on 2-year combined average

District comments/recommendations:

NR = Not Rated  
The school did not receive Average Gap Score Change ratings in the special populations categories due to not meeting the minimum n-size to receive a rating.

School comments:

**4. Local Performance Assessments**

<b>Measure 4</b>			
Describe your school's Local Performance Assessments in the fields below.			
<b>What Local Performance Assessment are you using?</b>	<b>To what grades are you administering the Local Performance Assessment?</b>	<b>What subjects are you assessing through the Local Performance Assessment?</b>	<b>How are you documenting your administration of the Local Performance Assessment?</b>
School Response: In program assessments	K through 5th	Math, Reading, Writing and Spelling	Through weekly data reports
Easy CBM	K through 5th	Math and Reading	Fall and Spring reports
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

#### **E=Exceeds standard:**

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

#### **M=Meets standard:**

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

#### **D=Does not meet standard:**

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

#### **F=Falls far below standard:**

School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	81	157	70.4	+10.6	85	<b>D</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school's percentage of regular attenders falls below the Level 3 benchmark of 85%, and exceeds the District's percentage of regular attenders by 10.6%. Oregon's overall percentage was 66%. This was a particular focus for the school in 2023-24. They increased their regular attender rate from the previous year by >15%.

School comments: We have revised our attendance policy to enhance student engagement and family accountability. In addition, we have increased our communication with families to emphasize the importance of regular attendance. To further support this initiative, we are also offering enjoyable activities for students who are in attendance to foster a positive and engaging school environment.

(Measures 6 and 7 omitted, apply to middle and high schools only)

## 8. School goals and recommendations (academic)

### Measure 8a

Did the school meet the academic goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
<p>The percentage of students in 3rd-5th grade who scored a 3 or 4 on OSA Math in the 22/23 school year will increase in the 23/24 school year.</p>	<p>This goal was achieved. We increased from 41% to 50%.</p>	<p>We implemented intervention programs during and after school for students requiring additional support and clarification on lessons. Alongside these interventions, we recorded and evaluated data on a daily basis to determine whether the group was ready to progress to the next lesson.</p> <p>To further assist our students, we developed an IXL checklist tailored to specific areas where they needed improvement. This checklist served as a resource for students to work on consistently throughout the entire school year.</p>

**Measure 8b**

In school year 2023-24, did the school implement the academic recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
In the 2022-23 annual performance report, the district recommended that Math achievement be a focus in the 2023-24 school year, particularly in grades 4 and 5	The recommendation was implemented.	When the results of the Math achievement were reported, we conducted a thorough analysis to identify opportunities for improvement. We take this recommendation seriously, recognizing that this is an area requiring enhancement. We are committed to continually refining our approach to develop a robust mathematical foundation for our students. Over the last three years, we have seen an increase in the overall scores of OSA Math achievement for all students.

**Measure 8c**

Based on the 2023-24 school year data presented in this report, will the school add any academic goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

<b>Goal added to Plan:</b>				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations:  Current ratio is 13.39, meets standard
School comments:

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
<b>Meets standard:</b> <input checked="" type="checkbox"/> 60 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: School has 473.87 days unrestricted cash, meets standard
School comments:

<b>Measure 9c</b> Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget
<b>Meets standard:</b> <input checked="" type="checkbox"/> Enrollment variance equals or exceeds 95% in the most recent year
<b>Does not meet standard:</b> <input type="checkbox"/> Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

School comments:

**Measure 9d**

Default

**Meets standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

Not in default, meets standard

School comments:

## 10. Sustainability Measures

**Measure 10a**

Total Margin: Net income divided by total revenue

Aggregated total margin: Total 3-year net income divided by total 3-year revenues

**Meets standard:**

Aggregated 3-year total margin is positive and the most recent year total margin is positive

-OR-

Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive

**Does not meet standard:**

Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)

**Falls far below standard:**

Aggregated three-year total margin is less than or equal to -1.5%

-OR-

The most recent year total margin is less than -10%

District comments/recommendations:

School comments:

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<b>Measure 10b</b> Debt to asset ratio: Total liabilities divided by total assets
<b>Meets standard:</b> <input checked="" type="checkbox"/> Debt-to-asset ratio is less than 0.9
<b>Does not meet standard:</b> <input type="checkbox"/> Debt-to-asset ratio is between 0.9 and 1.0
<b>Falls far below standard:</b> <input type="checkbox"/> Debt-to-asset ratio is greater than 1.0
District comments/recommendations:  Debt-to-asset ratio is 0.04, meets standard
School comments:

<b>Measure 10c</b> Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash One-year cash flow = Year 2 total cash - Year 1 total cash
<b>Meets standard:</b> <input checked="" type="checkbox"/> Multi-year cumulative cash flow is positive and cash flow is positive each year -OR- <input type="checkbox"/> Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive
<b>Does not meet standard:</b> <input type="checkbox"/> Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)
<b>Falls far below standard:</b> <input type="checkbox"/> Multi-year cumulative cash flow is negative
District comments/recommendations:  Multi-year cash flow is \$623,363; one-year cash flow is \$304,850; meets standard
School comments:

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is 2.80, meets standard

School comments:

**11. School goals and recommendations (financial)****Measure 11a**

Did the school meet the financial goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Financial Audit will contain a "clean and unmodified" opinion letter.	Yes	We received a "clean and unmodified" opinion letter from Pauly, Rogers and Co., P.C. for our financial audit.

**Measure 11b**

In school year 2023-24, did the school implement the financial recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
There were no district financial recommendations; there were no financial concerns.		

**Measure 11c**

Based on the 2023-24 school year data presented in this report, will the school add any financial goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

**Goal added to Plan: Financial Audit** Financial Audit will contain a “clean and unmodified” opinion letter.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

## Organizational Performance

### 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
<b>Does not meet standard:</b> <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially complies with this standard.
School comments:

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
<b>Does not meet standard:</b> <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"><li>• Instructional days and/or minutes requirements</li><li>• Graduation and promotion requirements</li><li>• Content standards, including Common Core State Standards</li><li>• The administration of state assessments</li><li>• Implementation of mandated programming as a result of state or federal funding</li></ul>
District comments/recommendations: The school materially complies with this standard.
School comments:

**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

**Does not meet standard:**

Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

**Does not meet standard:**

The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

District comments/recommendations: The school materially complies with this standard.

School comments:

### 13. Governance and Reporting

<b>Measure 13a</b> Is the school meeting financial reporting and compliance requirements?
<p><b>Meets standard:</b></p> <p><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
<p><b>Does not meet standard:</b></p> <p><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
District comments/recommendations: The school materially complies with this standard.
School comments:

<b>Measure 13b</b> Is the school following Generally Accepted Accounting Principles (GAAP)?
<p><b>Meets standard:</b></p> <p><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
<p><b>Does not meet standard:</b></p> <p><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
District comments/recommendations: The school materially complies with this standard and submitted an audit devoid of significant findings or material weaknesses.
School comments:

**Measure 13c**

Is the school complying with applicable governance requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13d**

Is the school holding its administration accountable?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard. Portland Arthur Academy consistently submits required deliverables on time and as requested.

School comments:

## 14. Students and Employees

### Measure 14a

Is the school protecting the rights of all students?

#### **Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

#### **Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations: The school materially complies with this standard as evidenced through required staff reporting deliverables to the district.

School comments:

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**15. School Environment**

<p><b>Measure 15a</b> Is the school complying with facilities and transportation requirements?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:<ul style="list-style-type: none"><li>● Americans with Disabilities Act</li><li>● Fire inspections and related records</li><li>● Viable certificate of occupancy or other required building use authorization</li><li>● Documentation of requisite insurance coverage</li><li>● Student transportation</li></ul></li></ul>
<p><b>Does not meet standard:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:<ul style="list-style-type: none"><li>● Americans with Disabilities Act</li><li>● Fire inspections and related records</li><li>● Viable certificate of occupancy or other required building use authorization</li><li>● Documentation of requisite insurance coverage</li><li>● Student transportation</li></ul></li></ul>
<p>District comments/recommendations: The district has no reason to believe the school has not met this standard.</p>
<p>School comments:</p>

**Measure 15b**

Is the school complying with health and safety requirements?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:
  - Appropriate nursing services and dispensing of pharmaceuticals
  - Food service requirements
  - Healthy and Safe Schools Plan (ORS 581-022-2233)

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

**Measure 15c**

Is the school handling information appropriately?

**Meets standard:**

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

**Does not meet standard:**

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state’s Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

## 16. Additional Obligations

### Measure 16

Is the school complying with all other obligations?

#### **Meets standard:**

The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:

- Revisions to state charter law
- Intervention requirements by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

#### **Does not meet standard:**

The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:

- Revisions to state charter law
- Intervention requirements by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

District comments/recommendations: The school is responsive and timely with all requests and requirements from the district.

School comments:

## 17. School goals and recommendations (organizational)

### Measure 17a

Did the school meet the organizational goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Arthur Academy will earn a rating of satisfied or highly satisfied from at least 80% of our staff according to a spring survey.	Yes, at least 80% of staff reported a rating of satisfied or highly satisfied according to a spring survey.	We worked closely with staff to ensure they felt heard and supported.

### Measure 17b

In school year 2023-24, did the school implement the organizational recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district organizational recommendations were made; all organizational measures were met.		

### Measure 17c

Based on the 2023-24 school year data presented in this report, will the school add any organizational goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## Portland Arthur Academy Charter School 3-year Trend Performance Summary

### Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F= Falls far below standard**

		2023-24	2022-23	2021-22
<b>ACADEMIC</b>				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ELA as compared to district	E	E	E
1d	Student achievement in MATH as compared to district	D	D	D
1e	Special populations achievement in ELA as compared to district	E/M	E/M	E/M
1f	Special populations achievement in MATH as compared to district	E/M	E/M	M/D
2a	Annual academic growth in ELA as compared to State Target**	M	M	M
2b	Annual academic growth in MATH as compared to State Target**	M	M	M
3a	Special populations growth in ELA as compared to State Target**	NR	NR	
3b	Special populations growth in MATH as compared to State Target**	NR	NR	NR
5	Students who are "Regular Attenders" as compared to Level 3 indicator	D	D	M
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
<p><b>ACADEMIC COMMENTS:</b></p> <p>1d - The school met or exceeded all academic achievement measures except Achievement in Math. This is the third consecutive year of missing this measure. However, the school has made progress toward improvement by increasing OSAS Math scores by &gt;5% over their 2022-23 scores. All students of special populations met or exceeded both ELA and Math measures. District recommends the school continue to focus on learning recovery in math achievement in the 2024-25 school year.</p> <p>5 - The "regular attenders" measure is below the State Level 3 indicator for the District and statewide. While this is a statewide focus, there are no school-specific recommendations. This was a targeted area of growth for the school during 2024-25. The school saw a 15% increase in their regular attenders rate.</p> <p>NR = not rated due to small student group size</p>				
<b>FINANCIALS</b>				
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	D	D
9d	Default	M	M	M
10a	Total margin	M	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	M	M
10d	Debt service coverage ratio	M	M	M
<p><b>FINANCIAL COMMENTS:</b></p> <p>All financial measures have met the standard.</p>				

		2023-24	2022-23	2021-22
	<b>ORGANIZATIONAL</b>			
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	M	M
12c	School is protecting the rights of students with disabilities	M	M	M
12d	School is protecting the rights of English Language Learner students	M	M	M
13a	School is meeting financial reporting and compliance requirements	M	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13c	School complies with applicable governance requirements	M	M	M
13d	School holds its administration accountable	M	M	M
13e	School complies with accountability reporting requirements	M	M	M
14a	School protects the rights of all students	M	M	M
14b	School is meeting teacher and other staff credentialing requirements	M	M	M
14c	School complies with laws regarding employee rights	M	M	M
15a	School complies with facilities and transportation requirements	M	M	M
15b	School complies with health and safety requirements	M	M	M
15c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	<p><b>ORGANIZATIONAL COMMENTS:</b>  All organizational measures have met the standard in 2023-24. Portland Arthur Academy has remained consistent and reliable in both maintaining achievement standards and planning for operational sustainability.</p>			

Portland Public Schools  
Annual Performance Framework and Report

Portland Village Charter School  
2023-24 School Year

Submitted by:

Sunita Sandoz  
Program Director, Charter Schools



## **Introduction**

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”<sup>1</sup>

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Sunita Sandoz  
Program Director, Charter Schools  
Portland Public Schools

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<sup>1</sup> From NACSA’s Core Performance Framework and Guidance.

## **Academic performance: data elements and sources**

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

***Note: The Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the redesigned Oregon Report Card since the 2016-17 school year. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.***

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

*The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2021-22, 2022-23, and 2023-24). The Financial and Organizational sections will include summary data from the three most recent school years.*

# Academic Performance

## 1. Oregon School Rating System

<p><b>Measure 1a</b> Is the school meeting acceptable standards according to the Oregon State school rating system?</p>
<p><b>Exceeds standard:</b> School received the highest rating from the state accountability system</p>
<p><b>Meets standard:</b> School received a passing rating according to the state accountability system</p>
<p><b>Does not meet standard:</b> School did not receive passing rating according to the state accountability system</p>
<p><b>Falls far below standard:</b> School identified for intervention or considered failing by the state accountability system</p>
<p>District comments/recommendations: <b>N/A, the current version of the Oregon Report Card no longer gives single ratings to schools</b></p>
<p>School comments:</p>

<p><b>Measure 1b</b> Is the school meeting state designation expectations as set forth by the state and federal accountability system?</p>
<p><b>Exceeds standard:</b> School was identified as meeting long term academic accountability indicators as defined by Oregon’s ESSA Plan</p>
<p><b>Meets standard:</b> ✓ School was identified as meeting interim targets of academic accountability indicators as defined by Oregon’s ESSA Plan</p>
<p><b>Does not meet standard:</b> School was identified falling below the interim targets but not in the lowest 10% of schools as defined by Oregon’s ESSA Plan</p>
<p><b>Falls far below standard:</b> School was identified as in the lowest 10% of schools as defined by Oregon’s ESSA Plan</p>
<p>District comments/recommendations:  The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports.</p>
<p>School comments: PVS is committed to meeting the academic targets set by the state and district. If adjustments are required due to underperformance, we use data driven decision making to make changes to practice, setting SMART goals as needed, monitoring progress in making those changes and intensifying and or readjusting as needed.</p>

**Measure 1c**

How are **All Students Total (K-5, 6-8)** and by **Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F=Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
<b>% meets/exceeds</b>	<b>49.3</b>	136	<b>57.0</b>	<b>-7.7%</b>	<b>71</b>	<b>D</b>
<b>% participation</b>	<b>96.9</b>		<b>95.9</b>		94.5	
Gr 3 %	54.9	51	57.0			
Gr 4 %	27.5	40	54.0			
Gr 5 %	62.2	45	60.0			
<b>All Students 6-8</b>						
<b>% meets/exceeds</b>	<b>62.8</b>	129	<b>55.0</b>	<b>+7.8%</b>	<b>71</b>	<b>M</b>
<b>% participation</b>	<b>96.9</b>		<b>91.6</b>		94.5	
Gr 6 %	65.2	46	54.0			
Gr 7 %	65.2	46	57.0			
Gr 8 %	56.8	37	53.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school meets or exceeds average District performance in both grades 5, 6, 7, and 8. This is great progress for PVS over previous years test scores. They have shifted from Does not Meet to Meets in all grades in Middle School and they are now meeting this performance measure for All Students 6-8. Of note, in grade 4, an average of 27.2% of students meet grade level standard compared with District average of 54%.

**Progress toward improvement is evident. No plan of improvement needed.**

School comments: Portland Village School is committed to student achievement and success. We believe all children can learn and know that our supportive, arts integrated, and relationship based program is effective for students needing alternative learning models. Coming out of the pandemic, PVS has focused on Tier I ELA instructional practices, writing instruction, increasing academic rigor, Benchmark assessments using EasyCBM for the 23-24 SY. In the 24-25 SY we have switched our benchmark assessment to MAP, as we believe MAP will give us a better sense of student performance on OSAS assessments. We increased tier II practices, training staff in ELA interventions REWARDS

and Phonics for reading, and EasyCBM progress monitoring for students. We have added a highly trained staff member to provide coaching for staff in SOR practices and have trained staff in UFLI. This year we have added a partnership with Reading Results to increase student access to high does intensive reading intervention. We believe these adjustments to practice and ongoing professional learning for staff will increase student outcomes in our lower grades as we have seen growth for our older students.

**Measure 1d**

How are **All Students Total (K-5, 6-8)** and **by Grade Level** achieving on state assessments in **MATHEMATICS** compared to students in the district?

**E=Exceeds standard:** School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

**M=Meets standard:** School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

**F= Falls far below standard:** School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
<b>All Students 3-5</b>						
% meets/exceeds	<b>46.7</b>	137	<b>53.0</b>	<b>-6.3%</b>	68	<b>D</b>
% participation	<b>96.9</b>		<b>96.0</b>		94.5	
Gr 3 %	57.7	52	57.0			
Gr 4 %	47.5	40	54.0			
Gr 5 %	33.3	45	47.0			
<b>All Students 6-8</b>						
% meets/exceeds	<b>47.7</b>	129	<b>44.0</b>	<b>+3.7%</b>	68	<b>M</b>
% participation	<b>96.9</b>		<b>91.8</b>		94.5	
Gr 6 %	52.2	46	44.0			
Gr 7 %	41.3	46	47.0			
Gr 8 %	50.0	36	41.0			

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school did not meet the average District performance in grades 4,5, and 7. Grades 3, 6, and 8 performed above the District. MS grades 6-8 shifted from Does not Meet to Meets in 2023-24 with the

overall Middle School average outpacing the District by 3.7%.

**Progress toward improvement is evident. No plan of improvement needed.**

School comments: Portland Village School is committed to every student's success and achievement. We have increased our math instruction by an additional 25% over prior years and have provided additional professional learning for teachers in effective math instructional practices. We have hired a math specialist who provides math interventions 3x a week. We have implemented benchmark assessments in Math using EasyCBM, for the 23-24 SY. In the 24-25 SY we have switched to MAP assessments for Benchmarking, as we believe this will give us better correlational data on student performance on the state assessments. We are continuing to use EasyCBM for progress monitoring in math. We have piloted to great success, as measured by MAP assessment data, leveled groupings for math instruction in the 24--25 8th grade class (the 7th grade class in 23-24). With this model, students flexibly float into two classrooms based on pre-assessment data. These classes cover the same content but with different levels of support. In our emergent classroom, the teacher takes more time explaining content, and students feel comfortable asking questions that they might not otherwise. Students complete the same work, but fewer questions and with more initial scaffolding. The students in the advanced group complete the task with all the questions. We have seen a significant majority of students make close the gap growth as measured by MAP from fall to winter assessments. We are exploring as a staff and administrative team how to take this model and leverage it across our middle school and with our younger students.

**Measure 1e**

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP *	Rating
<b>All Students</b>	3-5		3-5			
<b>Economically Disadvantaged</b>						
% meets/exceeds	51.2	41	24.7	+26.5	67	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	61	NA
<b>Students with</b>						

<b>Disabilities</b>						
% meets/exceeds	18.9	37	36.2**	-17.3%	61	<b>F</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	42.1	19	28.6**	+13.5%	64	<b>E</b>
<b>All Students 6-8</b>	6-8		6-8			
<b>Economically Disadvantaged</b>						
% meets/exceeds	45.2	42	21.7	+23.5%	67	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	--	--	14.4	--	61	NA
<b>Students with Disabilities</b>						
% meets/exceeds	38.9	18	24.1	+14.8%	61	<b>E</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	66.7	21	24.2**	+42.5%	64	<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

--Does not meet minimum numbers to report

**District Comments/Recommendations:**

The school's performance with Students of Special Populations in ELA is commendable. The school's Special Populations including Economically Disadvantaged and Students of Historically Underserved Races/Ethnicities exceeded the District's average in both Elementary School grades and Middle School grades. The only area of concern is Students with Disabilities in Grades 3-5 falls far below the District average by 17.3%.

School comments:Portland Village School is committed to every students' success. As a staff we review data of historically underserved students to determine their growth and implement adjustments to instruction and intervention if needed. We work to create a welcoming school community where students feel that they belong. We are committed to providing a learning environment where students see themselves represented within our staff community, in the textbooks and curriculum materials and are committed to closing achievement gaps. We work to undo ableist thinking and have high expectations for all students' learning. We did struggle with understaffing in our Special Education team in the 23-24 school year, including many months without a speech/communication pathologist. This put pressure on our resource teachers to provide additional assistance to students who had SEL and communication needs that might have been served by the speech path, and who were having struggles. While academic minutes were met it was deeply impactful and the ripple effect of understaffing is still being felt within our community this year.

**Measure 1f**

How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

**E=Exceeds standard:** School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

**M=Meets standard:** School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

**D=Does not meet standard:** School's average subgroup achievement rate is less than the average

district performance of students in the same subgroup in the same grades by 1-10%

**F=Falls far below standard:** School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
<b>All Students</b>	3-5		3-5			
<b>Economically Disadvantaged</b>						
% meets/exceeds	53.7	41	20.5	+33.3%	64	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	--	--	23.8**	--	59	
<b>Students with Disabilities</b>						
% meets/exceeds	27.0	37	33.8	-6.8%	59	<b>D</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	42.1	19	23.0**	+19.1%	62	<b>E</b>
<b>All Students 6-8</b>	6-8		6-8			
<b>Economically Disadvantaged</b>						
% meets/exceeds	39.0	41	12.8	+26.2	64	<b>E</b>
<b>English Learners</b>						
% meets/exceeds	--	--	9.3	--	59	
<b>Students with Disabilities</b>						
% meets/exceeds	33.3	18	20.4	+12.9	59	<b>E</b>
<b>Historically Underserved Races/Ethnicities</b>			(OR Report Card)			
% meets/exceeds	42.9	21	16.1	+26.8	62	<b>E</b>

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Metric is based on 3-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

The school's performance with Students of Special Populations in Math is commendable. The school's Special Populations including Economically Disadvantaged and Students of Historically Underserved Races/Ethnicities exceeded the District's average in both Elementary School grades and Middle School grades. Students with Disabilities in Grades 3-5 underperformed the District by 6.8%. Neither the school nor the District met State targets for any Special Population.

School comments: Portland Village School is committed to every students' success. As a staff we review data of historically underserved students to determine their growth and implement adjustments to instruction and intervention if needed. We work to create a welcoming school community where students feel that they belong. We are committed to providing a learning environment where students see themselves represented within our staff community, in the textbooks and curriculum materials and are committed to closing achievement gaps. We work to undo ableist thinking and have high expectations for all students' learning. We did struggle with understaffing in our Special Education team in the 23-24 school year, including many months without a speech/communication pathologist. This put pressure on our resource teachers to provide additional assistance to students who had SEL and

communication needs that might have been served by the speech path, and who were having struggles. While academic minutes for students were met it was deeply impactful and the ripple effect of understaffing is still being felt within our community this year.

## 2. Student Academic Growth

### Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2023-24 this is measured by Average Gap Score Change, the difference between a student's score and the cut score for the assessment, called a gap score.)

**E=Exceeds standard:**

Average gap score change of 5 or more

**M=Meets standard:**

✓ Average gap score change of between -19 and 5

**D=Does not meet standard:**

Average gap score change of between -42 and -19

**F= Falls far below standard:**

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>					NA	
Avg gap score change						
<b>PVS Grade 3-8</b>	-5	264				<b>M</b>
<b>PPS Grade 3-5</b>			-1	-4		
<b>PPS Grade 6-8</b>			-11	+6		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

District comments/recommendations:

PVS students in grades 3-8 met the ELA academic ODE Level 4 target Average Gap Score Change of -7 or higher.

School comments: PVS is committed to making close the gap growth for all students.

**Measure 2b**

Are students making expected annual academic growth in MATH compared to their peers? (For 2023-24 this is measured by Average Gap Score Change, the difference between a student's score and the cut score for the assessment, called a gap score.)

**E=Exceeds standard:**

Average gap score change of 4 or more

**M=Meets standard:**

✓ Average gap score change of between -24 and 4

**D=Does not meet standard:**

Average gap score change of between -49 and -24

**F= Falls far below standard:**

Average gap score change of less than -49

Data:

<b>MATH Growth</b>	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>					NA	
Avg gap score change						
<b>PVS Grade 3-8</b>	-1	263				<b>M</b>
<b>PPS Grade 3-5</b>			9	-10		
<b>PPS Grade 6-8</b>			-7	+6		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

District comments/recommendations:

PVS students in grades 3-8 met the Math academic ODE Level 4 target Average Gap Score Change of -11 or higher.

School comments: PVS is committed to making close the gap growth for all students.

### 3. Student Group Growth

#### Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change, the difference between a student's score and the cut score for the assessment, called a gap score.)

**E=Exceeds standard:** Average gap score change of 5 or more

**M=Meets standard:** Average gap score change of between -19 and 5

**D=Does not meet standard:** Average gap score change of between -42 and -19

**F= Falls far below standard:** Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>	<b>3-8</b>		3-5		NA	
Economically Disadvantaged	-7	52	-6	-1		<b>M</b>
English Learners	--	--	3			--
Students with Disabilities	-14	55	9	-23		<b>M</b>
Historically Underserved Races/Ethnicities	22	35	-5	+17		<b>E</b>
<b>All Students 6-8</b>			6-8			
Economically Disadvantaged			-3	--		
English Learners			-25	--		
Students with Disabilities			-2	--		
Historically Underserved Races/Ethnicities			-14	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

--Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

PVS' Economically Disadvantaged Students met the state Level 4 standard for growth in ELA of -7 or higher. Students with Disabilities and Historically Underserved Races/Ethnicities in grades 3-8 met the academic ODE Level 3 target Average Gap Score Change of -19 or higher. The school did not have the minimum n-size to receive a rating for English Learners student group for ELA in the 2023-24 school year.

School comments: PVS is committed to making close the gap growth for all students.

**Measure 3b**

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2023-24 this is measured by Average Gap Score Change, the difference between a student's score and the cut score for the assessment, called a gap score.)

**E=Exceeds standard:** Average gap score change of 4 or more

**M=Meets standard:** Average gap score change of between -24 and 4

**D=Does not meet standard:** Average gap score change of between -49 and -24

**F= Falls far below standard:** Average gap score change of less than -49

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
<b>All Students 3-8</b>	3-8		3-5		NA	
Economically Disadvantaged	-13	50	5	-8		<b>M</b>
English Learners	--	--		--		--
Students with Disabilities	-33	54	17	-50		<b>D</b>
Historically Underserved Races/Ethnicities	49	38	5	+44		<b>E</b>
<b>All Students 6-8</b>			6-8			
Economically Disadvantaged			3	--		
English Learners			-31	--		
Students with Disabilities			6	--		
Historically Underserved Races/Ethnicities			-10	--		

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

-- Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

PVS' Economically Disadvantaged and Students with Disabilities met the state Level 3 standard for growth in Math of -24 or higher. Students of Historically Underserved Races/Ethnicities in grades 3-8 exceeded the academic ODE Level 5 target Average Gap Score Change of 4 or higher. The school did not have the minimum n-size to receive a rating for English Learners student group for Math in the 2023-24 school year. As in Achievement measures, PVS shows mixed results in Growth with Students of Special Populations.

School comments: PVS is committed to making close the gap growth for all students, including those who qualify for specially designed instruction. We work to undo ablest thinking and have high expectations for the academic and social achievement for all students. Our special education program

did experience significant understaffing in the 23-24 SY.

#### 4. Local Performance Assessments

##### Measure 4

Describe your school's Local Performance Assessments in the fields below.

<b>What Local Performance Assessment are you using?</b>	<b>To what grades are you administering the Local Performance Assessment?</b>	<b>What subjects are you assessing through the Local Performance Assessment?</b>	<b>How are you documenting your administration of the Local Performance Assessment?</b>
Fountas and Pinnell Benchmark Reading assessments 3x per year Fall, Winter and Spring	All grades 1-8	These F&P Benchmark test looks at reading achievement, including fluency, accuracy, vocabulary, comprehension.	F and P scores are entered into a google doc. which is shared among the staff.
Bridges math and teacher made formative and summative math assessments  Midschool Math and teacher made formative and summative math assessments	Bridges 1-5  Midschool Math 6-8	These assessments measure math comprehension and computational fluency	These are shared and discussed in parallel teacher teams.
Scored Writing: Teacher created writing samples in Main Lesson Books	1-8	informational, narrative and opinion writing	These are shared and discussed in parallel teacher teams.
District comments/recommendations:			

## 5. Student Attendance

### Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

#### **E=Exceeds standard:**

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

#### **M=Meets standard:**

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

#### **D=Does not meet standard:**

- ✓ School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10<sup>th</sup> percentile of performance for the grade level group

#### **F=Falls far below standard:**

School's percentage of Regular Attenders is below the 10<sup>th</sup> percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	66.0	263	70.4	+2.6	85	<b>D</b>
All Students 6-8						
%	**		64.5		83	

\*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

\*\*Data not available, Oregon Report Card for this school only includes attendance data for grades k-5

District comments/recommendations:

The school's percentage of Regular Attenders did not meet the Level 3 indicator of 85% for grades k-5, but falls within the Level 2 indicator of between 52-85%. This continues to be a statewide focus and a focus for PVS. They have made significant progress toward improvement by increasing their attendance by 9% from 2022-23.

School comments: Attendance is something we are focusing on as a staff, and it is an area of continued growth for our community. As a school of choice, transportation is always a challenge for some PVS families. We have added a carpooling app as an additional tool to support student attendance. We are building family understanding of the importance of attendance through regular announcements in the family newsletter. We have started implementing some tiered attendance initiatives for students with the lowest attendance rates. The administrative, counseling and teacher teams have participated in professional learning on engaging families and students to increase attendance. The SST team has worked to implement our attendance protocols with greater fidelity. Staffing shortages are impacting the efficacy of this work as our student support team is often spread

thin. There is more to do, and we believe we have further developed our skill sets to support attendance in the 24-25 school year.

## 6. Alignment of Core Classes to Standards (Middle Schools and High Schools only)

### Measure 6

Is the school aligning all classes in core subjects to Common Core State Standards?

#### **Meets standard:**

- ✓ School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.

#### **Does not meet standard:**

School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.

#### **Falls far below standard:**

School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence through detailed syllabi, course descriptions, curriculum alignments, or other methods.

District comments/recommendations:

The school has aligned all classes in MS core subjects to Common Core State Standards and submitted syllabi and course descriptions as evidence.

School comments: Portland Village School is committed to implementing the CCSS in our classrooms. At PVS the common core state standards are the What we Teach, and Waldorf Instructional Methods are the How we Teach it.

(Measure 7 omitted, applies to high schools only)

## 8. School goals and recommendations (academic)

### Measure 8a

Did the school meet the academic goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
<p>Portland Village School will close the gap in growth in Math as measured by 2024 SBAC with at least 4/6 grades meeting the district average. Our students will increase their achievement overall, with a focus on the concepts and procedures claims and the communicating reasoning claims. These claims in aggregate of 3-8th grades were a total of 51 percentage points below PPS.</p>	<p>Partially - PVS students met the requirement for gap scores, but only 3/6 PVS grades met the district average for math performance.</p>	<p>We made good growth towards our goal, increasing our percentage of students meeting in math by 5% over last year, and surpassing the state average by 14%.</p> <p>As a school community we created a plan for mathematical performance improvement. Our learner centered question was: <i>Why are our students not as adept as the average PPS student in <u>Math Concepts and Procedures</u> and <u>Communicating Reasoning</u> as measured by SBAC?</i></p> <p>During multiple meetings throughout the year staff developed and then checked in on student growth and modified their plan. Each team developed a plan for how they were going to meet or exceed the district average.</p> <p>Work with your grade level or specialist team to develop a specific plan for how you can support your students to meet or exceed the PPS average from last year.</p>

		<p>Each plan included:</p> <ul style="list-style-type: none"> <li>- specific instructional strategies tied to the goal of meeting or exceeding SBAC performance in math (either that year, if you are in a testing grade, or in future years if your students are younger.)</li> <li>- Success criteria &amp; progress monitoring (How will students show you they are on track to meet the goal)</li> <li>- Assessment plan for reviewing progress towards the broader goal along the way, 1x February, 1x April</li> <li>- Modification plan to adjust instructional supports after review of data in February and April</li> <li>- be robust enough to meet the goal</li> <li>- All teachers involved and actively a part of meeting these goals</li> </ul> <p>We reviewed the plans multiple times throughout the year. We determined that EasyCBM was not a strong predictor of achievement on</p>
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		the SBAC in the spring and we have since made a shift to MAP assessments in ELA and Math.
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**Measure 8b**  
 In school year 2023-24, did the school implement the academic recommendations from the district in the 2022-23 annual performance report (if any)?

<b>Recommendation from the district</b>	<b>Recommendation implemented? (School response)</b>	<b>How or why not? (School response) Include any professional development implemented to support this goal.</b>
<b>(2022-23) District strongly recommends renewed and continued focus on ELA growth and achievement, particularly as the 3rd grade class moves to 4<sup>th</sup> grade to accelerate this particular class into range of District averages and state targets. While no Plan of Improvement will be required in response to this year's ELA data, without significant progress toward improvement in the 2023-24 school year, the school will be required to provide one in the coming year.</b>	PVS had dedicated and focused time working on ELA foundational skills, strong CORE instruction and Tier II interventions. We did make gains in ELA, and this cohort of students does continue to struggle.	Teachers received training in Core instruction, ODE's early literacy framework, foundational skills, UFLI, and numerous intervention programs including REWARDS, Phonics For Reading and LLI.
<b>(2022-23) District strongly recommends renewed and continued focus on MATH growth and achievement with particular focus on middle school grades to bring results closer to District averages and state targets. While no Plan of Improvement will be required in response to this year's Math data, without significant progress toward improvement in the 2023-24 school year, the school will be required to provide one in the coming year.</b>	Yes, PVS had a dedicated focus on math instructional improvement which resulted in improved math scores and PVS middle school out performing the district in math.	See PVS's above plan for mathematical performance improvement. We provided professional development in mathematical best practices and in the our Bridges and Mid School Math curriculums. We added EasyCBM for benchmarking and progress monitoring in math. We increased our overall math performance by 5% over the last year and outperformed the state by 14%.

**Measure 8c**

Based on the 2023-24 school year data presented in this report, will the school add any academic goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

District recommends continued focus

**Goal added to Plan:**

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Financial Performance: data elements and sources**

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

# Financial Performance

## 9. Near-Term Measures

<b>Measure 9a</b> Current ratio: Current assets divided by current liabilities
<b>Meets standard:</b> ✓ Current ratio is greater than or equal to 1.1
<b>Does not meet standard:</b> Current ratio is between .9 and 1.0 or equals 1.0
<b>Falls far below standard:</b> Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 14.08, meets standard.
School comments: PVS is committed to meeting required financial milestones and performance measures.

<b>Measure 9b</b> Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
<b>Meets standard:</b> ✓ 60 days cash –OR- Between 30 and 60 days cash and one-year trend is positive
<b>Does not meet standard:</b> Between 15 and 30 days cash -OR- Between 30 and 60 days cash and one-year trend is negative
<b>Falls far below standard:</b> Fewer than 15 days cash
District comments/recommendations: The school has 216.46 unrestricted days cash, meets standard.
School comments: PVS is committed to meeting required financial milestones and performance measures.

**Measure 9c**

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

**Meets standard:**

- ✓ Enrollment variance equals or exceeds 95% in the most recent year

**Does not meet standard:**

Enrollment variance is between 85-95% in the most recent year

**Falls far below standard:**

Enrollment variance is less than 85% in the most recent year

District comments/recommendations: Enrollment variance is 95%, meets standard.

School comments: PVS is committed to meeting required financial milestones and performance measures.

**Measure 9d**

Default

**Meets standard:**

- ✓ School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls far below standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations: The school is not in default, meets standard.

School comments:PVS is committed to meeting required financial milestones and performance measures.

**10. Sustainability Measures**

<p><b>Measure 10a</b>                  Total Margin: Net income divided by total revenue                  Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ Aggregated 3-year total margin is positive and the most recent year total margin is positive</li> <li>-OR-</li> <li>Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive</li> </ul>
<p><b>Does not meet standard:</b></p> <p>Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)</p>
<p><b>Falls far below standard:</b></p> <p>Aggregated three-year total margin is less than or equal to -1.5%</p> <p>-OR-</p> <p>The most recent year total margin is less than -10%</p>
<p>District comments/recommendations: Aggregated total margin is 15.56%, total margin is 25.72%, meets standard.</p>
<p>School comments: PVS is committed to meeting required financial milestones and performance measures.</p>

<p><b>Measure 10b</b>                  Debt to asset ratio: Total liabilities divided by total assets</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ Debt-to-asset ratio is less than 0.9</li> </ul>
<p><b>Does not meet standard:</b></p> <p>Debt-to-asset ratio is between 0.9 and 1.0</p>
<p><b>Falls far below standard:</b></p> <p>Debt-to-asset ratio is greater than 1.0</p>
<p>District comments/recommendations: Debt to asset ratio is -1.41, meets standard.</p>
<p>School comments:PVS is committed to meeting required financial milestones and performance measures.</p>

**Measure 10c**

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

**Meets standard:**

Multi-year cumulative cash flow is positive and cash flow is positive each year

-OR-

Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

**Does not meet standard:**

X Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

**Falls far below standard:**

Multi-year cumulative cash flow is negative

District comments/recommendations: Multi-year cash flow is \$101,186; one-year cash flow is (\$253,068); Does not meet standard.

School comments: During the 23-24 SY PVS embarked on a purchase of a property and bond deal to secure a forever home. This has impacted our cash flow for the 23-24 school year. As we moved into our new home and our first year in our new location, we recognize the impacts of this transitional year. We are committed to stabilizing our cash flow and to developing a positive cash flow over the coming year as we establish ourselves in our new location.

**Measure 10d**

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

**Meets standard:**

✓ Debt service coverage ratio is equal to or exceeds 1.1

**Does not meet standard:**

Debt service coverage ratio is less than 1.1

District comments/recommendations: Debt service coverage ratio is 4.68, meets standard.

School comments: PVS is committed to meeting standards for financial stability.

## 11. School goals and recommendations (financial)

### Measure 11a

Did the school meet the financial goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
To create a general ledger (budget) to manage the revenue and expenditures for our new home location	yes	We were able to track and pass a budget that reflected our new home expenditures. The process was complex, and the bookkeeping, financial team, administrative team and board worked diligently to develop and track the required budget.

### Measure 11b

In school year 2023-24, did the school implement the financial recommendations from the district in the 2022-23 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The District did not make any financial recommendations in the 2022-23 Performance Report, there were no financial concerns.	N/A	N/A

**Measure 11c**

Based on the 2023-24 school year data presented in this report, will the school add any financial goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

**Goal added to Plan:**

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## **Organizational Performance: data elements and sources**

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# Organizational Performance

## 12. Education Program

<b>Measure 12a</b> Is the school implementing the material terms of the education program as defined in the current charter contract?
<b>Meets standard:</b> <ul style="list-style-type: none"> <li>✓ The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</li> </ul>
<b>Does not meet standard:</b> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially meets this standard.
School comments: PVS is committed to meeting the terms of the contract.

<b>Measure 12b</b> Is the school complying with applicable education requirements?
<b>Meets standard:</b> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:             <ul style="list-style-type: none"> <li>● Instructional days and/or minutes requirements</li> <li>● Graduation and promotion requirements</li> <li>● Content standards, including Common Core State Standards</li> <li>● The administration of state assessments</li> <li>● Implementation of mandated programming as a result of state or federal funding</li> </ul> </li> </ul>
<b>Does not meet standard:</b> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none"> <li>● Instructional days and/or minutes requirements</li> <li>● Graduation and promotion requirements</li> <li>● Content standards, including Common Core State Standards</li> <li>● The administration of state assessments</li> <li>● Implementation of mandated programming as a result of state or federal funding</li> </ul>
District comments/recommendations:  The school materially meets this standard.
School comments: PVS is committed to meeting the terms of the contract.

**Measure 12c**

Is the school protecting the rights of students with disabilities?

**Meets standard:**

- ✓ Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Identification and referral
  - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
  - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
  - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
  - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

**Does not meet standard:**

- Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
- Equitable access and opportunity to enroll
  - Identification and referral
  - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
  - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
  - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
  - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

District comments/recommendations:

The school materially meets this standard.

School comments: PVS is committed to meeting the terms of the contract.

**Measure 12d**

Is the school protecting the rights of English Language Learner students?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
  - Equitable access and opportunity to enroll
  - Development and implementation of required plans related to the service of ELL students
  - Proper steps for identification of students in need of ELL services
  - Appropriate and equitable delivery of services to identified students
  - Appropriate accommodations on assessments
  - Exiting of students from ELL services
  - Ongoing monitoring of exited students

**Does not meet standard:**

The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

District comments/recommendations: The school materially meets this standard.

School comments: PVS is committed to meeting the terms of the contract.

**13. Governance and Reporting**

<p><b>Measure 13a</b> Is the school meeting financial reporting and compliance requirements?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:             <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>
<p>District comments/recommendations: The school materially meets this standard.</p>
<p>School comments: PVS is committed to meeting the terms of the contract.</p>

<p><b>Measure 13b</b> Is the school following Generally Accepted Accounting Principles (GAAP)?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:             <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>
<p>District comments/recommendations:</p> <p>The school materially complies with this standard.</p>
<p>School comments: PVS is committed to meeting the terms of the contract.</p>

**Measure 13c**

Is the school complying with applicable governance requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
  - Board policies
  - Board bylaws
  - State open meetings law
  - Code of ethics
  - Conflicts of interest
  - Board composition and/or membership rules

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:

- Board policies
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules

District comments/recommendations:

The school materially complies with this standard. The PVS Board continues to work with Oregon School Boards Association for board training and assistance as needed.

School comments: PVS is committed to meeting the required governance terms.

**Measure 13d**

Is the school holding its administration accountable?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
  - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
  - The board conducting an annual evaluation of the administrator's performance

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:

- Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments: PVS is committed to meeting the terms of the contract.

**Measure 13e**

Is the school complying with reporting requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
  - Accountability reporting
  - Attendance and enrollment reporting
  - Compliance with the charter contract and all applicable laws
  - Timely submission of all deliverables
  - Additional information as requested by the district

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:

- Accountability reporting
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments: PVS is committed to meeting the terms of the contract.

## 14. Students and Employees

### Measure 14a

Is the school protecting the rights of all students?

#### *Meets standard:*

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
  - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

#### *Does not meet standard:*

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
  - The collection and protection of student information
  - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
  - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The school materially complies with this standard. In matters of admissions and enrollment, protection of student information, and conduct of student discipline, the district has no reason to believe the standard has not been met.

School comments: PVS is committed to meeting the terms of the contract, legal requirements and best practices.

**Measure 14b**

Is the school meeting teacher and other staff credentialing requirements?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations:

The school materially complies with this standard for 2023-24 as evidenced through required staff reporting deliverables to the district.

School comments:

PVS is committed to meeting the terms of the contract, legal requirements and best practices.

**Measure 14c**

Is the school complying with laws regarding employee rights?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

PVS is committed to meeting the terms of the contract, legal requirements and best practices.

**15. School Environment**

<p><b>Measure 15a</b> Is the school complying with facilities and transportation requirements?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:             <ul style="list-style-type: none"> <li>● Americans with Disabilities Act</li> <li>● Fire inspections and related records</li> <li>● Viable certificate of occupancy or other required building use authorization</li> <li>● Documentation of requisite insurance coverage</li> <li>● Student transportation</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Americans with Disabilities Act</li> <li>● Fire inspections and related records</li> <li>● Viable certificate of occupancy or other required building use authorization</li> <li>● Documentation of requisite insurance coverage</li> <li>● Student transportation</li> </ul>
<p>District comments/recommendations: The district has no reason to believe the school has not met this standard.</p>
<p>School comments: PVS is committed to meeting the terms of the contract, legal requirements and best practices.</p>

<p><b>Measure 15b</b> Is the school complying with health and safety requirements?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:             <ul style="list-style-type: none"> <li>● Appropriate nursing services and dispensing of pharmaceuticals</li> <li>● Food service requirements</li> <li>● Healthy and Safe Schools Plan (ORS 581-022-2233)</li> <li>● Communicable Disease Management Plan</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Appropriate nursing services and dispensing of pharmaceuticals</li> <li>● Food service requirements</li> <li>● Healthy and Safe Schools Plan (ORS 581-022-2233)</li> <li>● Communicable Disease Management Plan</li> </ul>

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: PVS is committed to meeting the terms of the contract, legal requirements and best practices.

**Measure 15c**

Is the school handling information appropriately?

**Meets standard:**

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
  - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
  - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
  - Transferring of student records
  - Proper and secure maintenance of testing materials

**Does not meet standard:**

The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments: PVS is committed to meeting the terms of the contract, legal requirements and best practices.

## 16. Additional Obligations

<p><b>Measure 16</b> Is the school complying with all other obligations?</p>
<p><b>Meets standard:</b></p> <ul style="list-style-type: none"> <li>✓ The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:             <ul style="list-style-type: none"> <li>● Revisions to state charter law</li> <li>● Intervention requirements by the district</li> <li>● Action items assigned by the district</li> <li>● Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul> </li> </ul>
<p><b>Does not meet standard:</b></p> <p>The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> <li>● Revisions to state charter law</li> <li>● Intervention requirements by the district</li> <li>● Action items assigned by the district</li> <li>● Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul>
<p>District comments/recommendations: The school is responsive and timely with all other requirements from the district.</p>
<p>School comments: PVS is committed to meeting the terms of the contract, legal requirements and best practices.</p>

## 17. School goals and recommendations (organizational)

### Measure 17a

Did the school meet the organizational goals it set forth in its 2023-24 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
By June 2024 PVS will have developed a plan and timeline for the moving process and will have begun implementing the plan.	Yes	We developed a moving plan and accomplished moving 30,000 square feet of building furnishings, curriculum materials and equipment 7 miles south. We began implementing the plan within the timeframe of our goal.

### Measure 17b

In school year 2023-24, did the school implement the organizational recommendations from the district in the 2022-23 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The District made no organizational recommendations in 2022-23.	N/A	N/A

### Measure 17c

Based on the 2023-24 school year data presented in this report, will the school add any organizational goals to its 2024-25 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

## Portland Village Charter School 3-year Trend Performance Summary

### Performance Framework Summary Rubric

**E=Exceeds standard M=Meets standard D=Does not meet standard F=Falls far below standard**

		2023-24	2022-23	2020-21 - 22
<b>ACADEMIC</b>				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ELA as compared to district			
	Grades 3-5	D	D	M
	Grades 6-8	M	D	M
1d	Student achievement in MATH as compared to district			
	Grades 3-5	D	D	D
	Grades 6-8	M	D	M
1e	Special populations achievement in ELA as compared to district			
	Grades 3-5	E / F / E	E / D / F	E / M
	Grades 6-8	E / E / E	E / M / F	E / M
1f	Special populations achievement in MATH as compared to district			
	Grades 3-5	E / D / E	E / D / F	E / M
	Grades 6-8	E / E / E	E / D / D	E / M
2a	Annual academic growth in ELA as compared to State Target	M	M	M
2b	Annual academic growth in MATH as compared to State Target	M	M	E
3a	Special populations growth in ELA as compared to State Target	M / M / E	M / M / D	E / M
3b	Special populations growth in MATH as compared to State Target	M / D / E	M / D / D	E / M
5	Regular Attenders as compared to State Target Level 3 indicator			
	Grades K-5	D	D	M
	Grades 6-8	*	*	*
	*not reported on Oregon Report Card (K-5 data only)			
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7,8	NA, this standard is for High Schools only			
	<b>ACADEMIC COMMENTS:</b> 1c,d -The school did not meet the average District performance in ELA or Math in grades 3-5 but did meet in grades 6-8. 1e,f – Achievement in both ELA and Math for students of Special Populations shows progress toward improvement over 2022-23 scores and averages exceeding the District in almost all categories. 3a,b - Academic growth in both ELA and Math for students of Special Populations shows mixed results.			

		2023-24	2022-23	2021-22
	<b>FINANCIALS</b>			
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total Margin/Aggregated Margin	M	M	D
10b	Debt to asset ratio	M	M	M
10c	Cash flow	D	M	M
10d	Debt service coverage ratio	M	M	M
	FINANCIAL COMMENTS:			
	<b>ORGANIZATIONAL</b>			
12a	School is implementing education program as defined in contract	M	M	M
12b	School is complying with applicable educational requirements	M	M	M
12c	School is protecting the rights of students with disabilities	M	M	M
12d	School is protecting the rights of English Language Learner students	M	M	M
13a	School is meeting financial reporting and compliance requirements	M	M	M
13b	School following Generally Accepted Accounting Principles (GAAP)	M	M	M
13c	School complies with applicable governance requirements	M	M	M
13d	School holds its administration accountable	M	M	M
13e	School complies with accountability reporting requirements	M	M	M
14a	School protects the rights of all students	M	M	M
14b	School is meeting teacher and other staff credentialing requirements	M	M	M
14c	School complies with laws regarding employee rights	M	M	M
15a	School complies with facilities and transportation requirements	M	M	M
15b	School complies with health and safety requirements	M	M	M
15c	School handles information appropriately	M	M	M
16	School complies with all other obligations	M	M	M
	ORGANIZATIONAL COMMENTS: All Organizational measures were met in 2023-24.			