Student Success Committee Meeting
Monday, May 6, 2024 4:30 PM

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

Agenda

1. Introduction

2. Public Comment *To sign-up for public comment email PublicComment@pps.net or call the Board Office @ 503-916-3741.*
3. Charter School Performance Frameworks 2022-23 and School Updates

PORTLAND PUBLIC SCHOOLS
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MEMORANDUM

Date: May 6, 2024

To: Dr. Sandy Husk, Interim Superintendent
Dr. Cheryl Proctor, Deputy Superintendent of Instruction and School Communities
Dr. Jon Franco, Chief of Schools
Margaret Calvert, Assistant Superintendent
Director Eddie Wang, Student Success School Board Committee Chair
Director Herman Greene, Student Success School Board Committee Member
Director Patte Sullivan, Student Success School Board Committee Member

From: Korinna Wolfe, Senior Director of Schools, Multiple Pathways to Graduation

Subject: **Charter School Performance Frameworks 2022-23 and school updates**

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 Board Student Success Committee with general information about each charter school prior to the end of the school year, while awaiting data needed to complete the 2023-24 Annual Performance Framework and Report.**

The following is a summary of 2022-23 for each of the five charter schools that PPS authorizes, as well as any alerts and updates for the current 2023-24 school year and upcoming 2024-25 school year. The general summary information provided in this memo supplements the attached individual 2022-23 annual performance report for each charter school.

Emerson School

2022-23 summary:

- Serving k-5, enrollment intentionally low at 115 students due to interim facility occupancy limits (intend to resume full enrollment of 144 by 2024-25)
- No changes in leadership
- Planned move to long-term facility in SW Downtown Portland in Dec 2023
- No compliance concerns or issues during school year

2023-24 updates:

- Enrollment 134 students, on track for full enrollment (144) by fall of 2024
- Move to new location completed successfully 12/2023; 15yr lease with additional 5yr option
- 2022-23 State assessment data reflects no immediate concerns

Emerson School continued

2024-25 updates:

- Announced school leadership transition

KairosPDX

2022-23 summary:

- Serving k-5, enrollment 245
- 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

2023-24 updates:

- Enrollment 245
- New School leader, Dean of School Performance, David Shephard, started in January 2024
- 2022-23 State assessment data shows the school's performance meets or exceeds District performance for students of historically underserved races, which is the majority of KairosPDX student population and the focus of the school's mission

2024-25 updates:

- School qualifies for Title 1 funding, targeted assistance program

Le Monde French Immersion

2022-23 summary:

- Serving k-8, enrollment 375
- No compliance concerns or issues during school year

2023-24 updates:

- Enrollment 374
- 2022-23 State assessment data shows performance meets or exceeds state and district averages
- Of note, 100% of Le Monde graduates meet most or all high school language credit requirements prior to starting 9th grade

Portland Arthur Academy

2022-23 summary:

- Serving k-5, enrollment 158
- No compliance concerns or issues during school year

2023-24 updates:

- Enrollment 160
- 2022-23 State assessment data released shows achievement in Reading to exceed that of the District, while achievement in Math fell below District averages. The school has a plan in place for the 2023-24 school year to increase Math performance to meet or exceed District averages on state assessments in 2024.
- Of note, 30% of students are English Language Learners. 2022-23 State Report Card reported 87.5% of the school's English Learners are On Track to English Proficiency as compared to 58% for District overall.

2024-25 updates:

- School qualifies for Title 1 funding, targeted assistance program

Portland Village School

2022-23 summary:

- Serving k-8, enrollment 425
- School's lease expires in June 2024, no option to extend beyond that date

2023-24 updates:

- Enrollment at 427
- School has completed the purchase of a new facility on South Waterfront; planning to occupy September 2024.
- 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. The school has provided a plan specific to improving math achievement and growth in the 2023-24 year.

2024-25 updates:

- School will begin at the new Portland Village School location in Southwest Portland.
- Continued implementation of school identified math improvement strategies as we monitor math achievement and growth. If progress ***is*** demonstrated during the 23-24 school year State assessment data reporting, no improvement plan will be implemented. If progress toward improvement ***is not*** seen in the 2023-24 State assessment data a formal Plan of Improvement will be created during the 2024-25 school year.

Portland Public Schools
Annual Performance Framework and Report

Portland Arthur Academy Charter School 2022-23 School Year

Submitted by:

Tara O'Neil
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."[1]

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.

Tara O'Neil
Program Director, Charter Schools
Portland Public Schools

[1] 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.

Note on Statewide Report Cards for 2022-23: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting in the 2021-22 school year after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

For all schools in Oregon, the 2022-23 attendance measures were impacted by waves of COVID-related illness and absences. Schools managed responses to student health according to their published Communicable Diseases Management Plans.

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2018-19, 2021-22, and 2022-23). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

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

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ☐School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: ☒School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: ☐School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: ☐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 N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	**70.3**	64	**58.0**	+12.3	74	***E***
% participation	**95.4**		**96.5**		94.5	
Gr 3 %	78.3		55.4			
Gr 4 %	64.0		58.1			
Gr 5 %	73.3		59.8			

*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
All Students 3-5						
% meets/exceeds	**42.2**	**64**	**51.7**	-9.5	72	***D***
% participation	**95.0**		**96.5**		94.5	
Gr 3 %	65.0		56.0			
Gr 4 %	37.0		54.0			
Gr 5 %	13.0		45.0			

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

District Comments/Recommendations:

The school fell below the average District performance in Math and falls just below the Oregon Report Card Level 3 State Goal of 43-61.9%. **District recommends** that Math achievement be a focus in the 2023-24 school year, particularly in grades 4 and 5.

School comments:

Math will be a focus for grades 3-5, but specifically in grades 4 and 5.

- More individual turns during group lessons for all students, but specifically focal students.
- Small group that provides more individualized instruction that is not available in the main math groups.
- Work checks: Before, during, and after the lessons with the principal or Intervention Specialist.
- Provide an intervention group during school, as well as after school.
- Talk to the students about their hard work, communicate with parents about the importance of practicing at home, and how to best do this.

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
All Students 3-5						
Economically						

Disadvantaged						
% meets/exceeds	64.3	14	44.4	+19.9	72	***E***
English Learners						
% meets/exceeds	77.8**	18	22.2**	+55.6	67	***E***
Students with Disabilities						
% meets/exceeds	45.0**	20	36.1**	+8.9	67	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	60.9**	23	28.4**	+32.5	70	***E***

*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 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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	--	--	38.6		69	N/A
English Learners						
% meets/exceeds	33.3**	18	21.8**	+11.5	66	***E***
Students with Disabilities						
% meets/exceeds	36.4	11	33.7	+2.7	66	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	26.1**	23	22.4**	+3.7	68	***M***

*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 2022-23 MIP targets.

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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-1	63	2	-3		***M***

*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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-21	70	8	-21		***M***

*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

Populations Avg Gap Score Change						
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:

4. Local Performance Assessments

Measure 4
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: 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 10th percentile of performance for the grade level group

F=Falls far below standard:

☐School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	78.8	307	70.7	+8.1	85	***D***

*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%, but falls above the District's percentage of regular attenders by 8.1%. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

School comments:

We have made this a focus through reminders in our newsletters and individual messages and letters to the families. In our messages and letters, we share the impact one's attendance has on their academics.

(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 2022-23 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 80% of our students in 1st-3rd will pass in-program math assessments at 90% or better, by the end of the school year.	This goal was achieved.	We provided intervention, during and after school, to students who needed more support and clarification on lessons. In addition to intervention, data was recorded daily and evaluated to decide whether it was best for the group to continue to the next lesson or not.

Measure 8b
In school year 2022-23, did the school implement the academic recommendations from the district in the 2021-22 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 the school focus on learning recovery in math achievement in the 2022-23 school year.	The recommendation was implemented but not to its fullest capacity.	Staffing was a struggle to cover as illnesses were still at a high during this 22/23 school year. August Curriculum Training, observations by administration, staff meetings, one-on-one meetings, and feedback regarding data.

Measure 8c
Based on the 2022-23 school year data presented in this report, will the school add any academic goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: 3rd-5th OSAS Math				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
We will continue to use our DI curriculum, but we have adopted an online math program that measures each student's success.	To improve/support OSAS performance.	August Curriculum Training, observations by administration, staff meetings, one-on-one meetings, and feedback regarding data.	We measure progress and achievement by our data that is collected daily during lessons, assessments that are given every ten lessons, cumulative tests, and observations throughout the year.	Connecting Math Concepts and IXL

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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ☒Current ratio is greater than or equal to 1.1
Does not meet standard: ☐Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: ☐Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 13.39, meets standard
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: ☒60 days cash –OR- ☐Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: ☐Between 15 and 30 days cash -OR- ☐Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: ☐Fewer than 15 days cash
District comments/recommendations: School has 473.87 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 0.86, does not meet standard. There are post-COVID enrollment declines district-wide; the school has a healthy cash balance to offset any impacts of lowered enrollment for this year. Additionally, the school's population of ELL students results in the school receiving funding equivalent to 14 ADM above current enrollment. Not of current concern.
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:

Aggregated 3-year total margin is 15.06%, total margin is 10.92%; meets standard
School comments:

Measure 10b Debt to asset ratio: Total liabilities divided by total assets
Meets standard: ☒Debt-to-asset ratio is less than 0.9
Does not meet standard: ☐Debt-to-asset ratio is between 0.9 and 1.0
Falls far below standard: ☐Debt-to-asset ratio is greater than 1.0
District comments/recommendations: Debt-to-asset ratio is 0.16, 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- ☐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 $376,053; one-year cash flow is $318,513; 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 3.38, meets standard
School comments:

11. School goals and recommendations (financial)

Measure 11a Did the school meet the financial goals it set forth in its 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Fundraise for the purchase of an electronic reader board.	Yes.	We added a new fundraiser at the end of the school year to help complete this goal.

Measure 11b In school year 2022-23, did the school implement the financial recommendations from the district in the 2021-22 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district financial recommendations in 2021-22 report; there were no financial concerns.		

Measure 11c
Based on the 2022-23 school year data presented in this report, will the school add any financial goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Financial Audit				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Arthur Academy will continue to comply with all required financial systems and audit requirements.	Following our financial policies and procedures will ensure equitable practices.	Training is provided to current and new employees in the financial office regarding internal controls, adhering to ODE's accounting requirements, as well as, procedures pertinent to non-profit and charter schools. Arthur Academy's board and staff are advised on financial policies and procedures and the board is trained to be aware of their responsibility to ensure financial transparency and that assets are not misused.	Arthur Academy's financial performance will be regularly measured based off of our income statement, balance sheet, and cash flow statements. Management will continue to monitor trends and potential problems and make timely adjustments to strategies and operations. Management will regularly assess that all internal controls are being adhered to and that staff are in compliance with all financial policies and procedures.	Board involvement during the budget process. Financial software (Quickbooks) utilized.

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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ☒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.
Does not meet standard: ☐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:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ☒The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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

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 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

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 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 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Portland Arthur Academy will earn a rating of satisfied or highly satisfied from at least 80% of our staff according to a spring survey.	Yes.	We worked closely with staff to ensure they felt heard and supported.

Measure 17b
In school year 2022-23, did the school implement the organizational recommendations from the district in the 2021-22 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 2021-22 report; all organizational measures were met.		

Measure 17c
Based on the 2022-23 school year data presented in this report, will the school add any organizational goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Arthur Academy will earn a rating of satisfied or highly satisfied from at least 80% of our staff according to a spring survey.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Staff members will feel supported and recognized by administration and coworkers, as well as to receive adequate training and observations.	The climate of our staff is very important as it sets the tone of the entire school.	August training, staff meetings, one on one meetings, weekly recognition through emails.	This will be assessed through our School Culture and Staff Support Survey which is given twice a year.	I will use our trainings, objectives, and observations to provide knowledge of our curriculum. I will continue to educate myself through workshops, research, peers, and literature to ensure that I am making a difference.

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*	

	ACADEMIC	2022-23	2021-22	2018-19
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	M
1e	Special populations achievement in ELA as compared to district	E/M	E/M	E
1f	Special populations achievement in MATH as compared to district	E/M	M/D	E/M
2a	Annual academic growth in ELA as compared to State Target**	M	M	E
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**	NR	NR	E
3b	Special populations growth in MATH as compared to State Target**	NR	NR	E/M
5	Students who are "Regular Attenders" as compared to Level 3 indicator	D	M	M
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	ACADEMIC COMMENTS: 1d - The school met or exceeded all academic achievement measures except Achievement in Math. This is the second consecutive year of missing this measure, though because of pandemic learning loss there will not be a formal Plan of Improvement required at this time. 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 2023-24 school year. 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. NR = not rated due to small student group size			

	FINANCIALS	2022-23	2021-22	2020-21
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	D	D	M
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
	FINANCIAL COMMENTS: 9c – Enrollment variance is 86%, below the 95% threshold. Due to the COVID-19 pandemic, enrollment declined across many public school sectors; not a concern for PAA in the 2022-23 school year, cash reserves are healthy. All other financial measures have met the standard.			

	ORGANIZATIONAL	**2022-23**	**2021-22**	**2020-21**
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 2022-23. Portland Arthur Academy has remained consistent and reliable in both maintaining achievement standards and planning for operational sustainability.			

Portland Public Schools
Annual Performance Framework and Report

The Emerson Charter School
2022-23 School Year

Submitted by:

Tara O'Neil
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."[1]

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.

Tara O'Neil
Program Director, Charter Schools
Portland Public Schools

[1] 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.

Note on Statewide Report Cards for 2022-23: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting in the 2021-22 school year after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

For all schools in Oregon, the 2022-23 attendance measures were impacted by waves of COVID-related illness and absences. Schools managed responses to student health according to their published Communicable Diseases Management Plans.

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2018-19, 2021-22, and 2022-23). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

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

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ☐School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: ☒School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: ☐School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: ☐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 N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	**65.1**	63	**58.0**	+7.1	74	***M***
% participation	**100**		**96.5**		94.5	
Gr 3 %	45.8	24	55.4			
Gr 4 %	75.0	20	58.1			
Gr 5 %	78.9	19	59.8			

*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 7.1%, and significantly exceeds the Oregon average of 43%. The school falls below the 2022-23 MIP of 74, and meets the Oregon Report Card Level 3 State Goal of 54-67%.

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
All Students 3-5						
% meets/exceeds	**48.8**	**63**	**51.7**	-2.9	72	***D***
% participation	**100**		**96.0**		94.5	
Gr 3 %	33.0	24	56.0			
Gr 4 %	45.0	20	54.0			
Gr 5 %	52.0	19	45.0			

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

District Comments/Recommendations:

The school falls below the average District performance in Math by 2.9% and exceeds the Oregon average by 6%. The school falls below the 2022-23 MIP of 72, and meets the Oregon Report Card Level 3 State Goal of 43-62%. The average mathematics achievement data for the school has fallen by 12% from the 2021-22 school year when 65% of students met grade level benchmarks.

District Recommends: 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.**

School comments: We were quite surprised by this data (particularly considering the previous years' results) and are taking immediate action. For this year's action plan, we have already made it a priority goal to address our math instruction, and are currently piloting a new curriculum in grades 1, 3, and 5. Our goal is for at least 50% of our 3rd-5th graders to meet or exceed benchmark the 2023-24 school year.

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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	--	--	44.4		72	NA
English Learners						
% meets/exceeds	--	--	22.2**	--	67	N/A
Students with Disabilities						
% meets/exceeds	46.4**	28	36.1	+10.3	67	***E***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	41.7**	--	28.4**	+13.3	70	***E***

*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 18%-54%, and does not meet 2022-23 MIP targets.

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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	--	--	38.6		69	N/A
English Learners						
% meets/exceeds	--	--	21.8**	--	66	N/A
Students with Disabilities						
% meets/exceeds	35.7	13	33.7	+2.0	66	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	--	--	22.4**	--	68	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 2022-23 MIP targets.

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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	**-19**	61	2	-21		***M***

*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 meet 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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	**-17**	61	8	-25		***M***

*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:

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	--		--			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 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 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 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

Measure 4 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: 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. 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.	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 10th percentile of performance for the grade level group

F=Falls far below standard:

☐School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	76.6	231	70.7	+5.9	85	***D***

*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%, but falls above the District's percentage of regular attenders by 5.9%. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

School comments:
Due to the impacts of pandemic-related absences, the percentage of regular attenders is lower than what we have historically experienced at The Emerson School. While still 5.9% above the District, The Emerson School will focus on attendance in 2023-24 and beyond in an attempt to get our regular attenders rate back to pre-pandemic numbers.

(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 2022-23 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 80% of our 2nd & 3rd grade students will be reading at or above grade level by the end of the school year.	Yes.	At the end of the 2022-23 school year, 88% of our 2nd grade students, and 81% of our 3rd grade students read at our above grade level. Of the students not meeting standards, one of our 2nd grade students and two of 4 of our 3rd grade students had IEPs specific to reading support.

Measure 8b
In school year 2022-23, did the school implement the academic recommendations from the district in the 2020-21 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.
The district made no academic recommendations in 2021-22.		

Measure 8c
Based on the 2022-23 school year data presented in this report, will the school add any academic goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ☒Current ratio is greater than or equal to 1.1
Does not meet standard: ☐Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: ☐Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 4.82, meets standard
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: ☒60 days cash –OR- ☐Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: ☐Between 15 and 30 days cash -OR- ☐Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: ☐Fewer than 15 days cash
District comments/recommendations: School has 172.4 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 1.04, 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

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: Aggregated 3-year total margin is 0.61%, total margin is -4.16%; does not meet standard
School comments: The Emerson School will strive to move back to meeting the standard where the aggregated 3 year total margin is positive and the most recent year total margin is positive.

Measure 10b Debt to asset ratio: Total liabilities divided by total assets
Meets standard: ☒Debt-to-asset ratio is less than 0.9
Does not meet standard: ☐Debt-to-asset ratio is between 0.9 and 1.0
Falls far below standard: ☐Debt-to-asset ratio is greater than 1.0
District comments/recommendations: Debt-to-asset ratio is 0.19, 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-
☐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 -$112,189 and one-year cash flow is negative at -$70,442; falls far below standard. The school's board made an intentional decision to reduce enrollment (and consequently income) by 20% to ensure student body could be housed in temporary school facilities with reduced capacity while the search for a permanent facility was underway. This decision resulted in deliberate, budgeted spending down of cash reserves.

While cash flow bears watching in 2023-24, the school has ample cash reserves. The move to a new facility with capacity for full enrollment during the 2023-24 school year 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:
With our intentional decision to reduce enrollment (and consequently income) by 20% due to facility issues, we knew we would spend down our cash reserves some. The school continues to see ample cash reserves/cash on hand for daily operations and we have moved close to full enrollment again now that we have moved into our new building. We will continue to spend down reserves to pay for our move but we expect to see recovery beginning in 2024-25.

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 –0.24, 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: The Emerson School carries no dept and maintains a healthy cash balance.

11. School goals and recommendations (financial)

Measure 11a
Did the school meet the financial goals it set forth in its 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Goal is to return to a pre-pandemic model of fundraising for the 2022-23 school year and raise $100,000 through our annual appeal, auction, and small community-based fundraisers.	No.	In 2022-23, The Emerson School raised $85,000 as opposed to $100,000 through our annual appeal, auction, and small community-based fundraisers. Because we intentionally reduced our enrollment during this year due to facility constraints, we subsequently reduced the number of families we could draw on during our fundraising efforts. We did not see a 20% dip in our fundraising efforts while we reduced our enrollment by 20% so percentage wise, we actually met/exceeded our fundraising goals for the year. We are happy to have raised $85,000 during 2022-23. Our auction raised nearly $50,000 and our annual fund raised $23,000 (with significantly fewer than 100 families).

Measure 11b

In school year 2022-23, did the school implement the financial recommendations from the district in the 2021-22 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 2021-22 annual performance report.		

Measure 11c
Based on the 2022-23 school year data presented in this report, will the school add any financial goals to its 2023-24 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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ☒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.
Does not meet standard: ☐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:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ☒The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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

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 and submitted an audit with no material or significant 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. Emerson 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

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 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 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Address student social-emotional needs during unstructured social times during the school day by: -Hiring a licensed teacher to supervise recess; -investing in additional materials and training to support engaging recess play and activities; so that we have fewer relational and aggressive incidents at recess.	Yes.	We were able to hire and have 2 licensed teachers supervising recess (Instructional Support Teacher and Supervising EA). Our Instructional Coach provided additional training in our SEL curriculum (Positive Discipline) and we invested in an outdoor play program through Portland Free Play. Portland Free Play provided materials and training which helped students engage positively and collaboratively during recess times. This resulted in a significant and marked decrease in the number of relational aggression related incidents during recess. This was measured and tracked by comparing the number of incident reports from 2021-22 to 2022-23.

Measure 17b
In school year 2022-23, did the school implement the organizational recommendations from the district in the 2021-22 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The district made no organizational recommendations; all		

organizational measures were met for 2021-22.		

Measure 17c
Based on the 2022-23 school year data presented in this report, will the school add any organizational goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: No additional organizational goals will be added.				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

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

	ACADEMIC	2022-23	2021-22	2018-19
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	E	E
1d	Student achievement in MATH as compared to district	D	E	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	E
2a	Annual academic growth in ELA as compared to State Target	M	D	E
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	E
3b	Special populations growth in MATH as compared to State Target	NR	NR	M/D
5	"Regular Attenders" as compared to State Level 3 indicator	D	M	E
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	ACADEMIC COMMENTS: 1d - The school met or exceeded all academic achievement measures except Achievement in Math. This is the first time the school has not met this measure and the District recommends the school focus on improving this measure for the 2023-24 school year. 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. NR = not rated due to small student group size			
	FINANCIALS	**2022-23**	**2021-22**	**2020-21**
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	D	M
10d	Debt service coverage ratio	D	D	D
	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 greater operational costs for pandemic measures and intentional enrollment reduction. (See additional comments for 10c. on p.21) The cash balance was intentionally budgeted to decrease in 2022-23 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 2023-24. It is recommended that the Emerson Board continue 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.			
	ORGANIZATIONAL	**2022-23**	**2021-22**	**2020-21**
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 2022-23.			

Portland Public Schools
Annual Performance Framework and Report

KairosPDX Learning Academy Charter School
2022-23 School Year

Submitted by:

Tara O'Neil
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 a 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."[1]

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.

Tara O'Neil
Program Director, Charter Schools
Portland Public Schools

Academic performance: data elements and sources

[1] 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.

Note on Statewide Report Cards for 2022-23: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting in the 2021-22 school year after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

For all schools in Oregon, the 2022-23 attendance measures were impacted by waves of COVID-related illness and absences. Schools managed responses to student health according to their published Communicable Diseases Management Plans.

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2018-19, 2021-22, and 2022-23). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

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

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ☐School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: ☒School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: ☐School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: ☐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
All Students 3-5						
% meets/exceeds	**40.7**	108	**58.0**	-17.3	74	***F***
% participation	**96.4**		**96.5**		94.5	
Gr 3 %	36.1	36	55.4			
Gr 4 %	51.4	37	58.1			
Gr 5 %	34.3	35	59.8			

*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
All Students 3-5						
% meets/exceeds						
Black	24.1	54	18.7	+5.4	69	***M***
Latino	--	--	35.1	--	70	

*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:

82% 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 and addressing learning loss from the COVID-19 pandemic.

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 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
All Students 3-5						
% meets/exceeds	**43.0**	**106**	**51.7**	-8.7	72	***D***
% participation	**94.6**		**96.5**		94.5	
Gr 3 %	36.0	36	56.0			
Gr 4 %	60.0	35	54.0			
Gr 5 %	31.0	35	45.0			

*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
All Students 3-5						
% meets/exceeds						
Black	22.6	53	12.7	+9.9	67	***M***
Latino	--	--	30.1	--	68	

*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:

82% 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 and addressing learning loss from the COVID-19 pandemic.

School comments:
The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX is in its second year of a new math curriculum and has hired a math coach who is supporting classroom teachers with new 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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	22.6	31	44.4	-21.8	72	***F***
English Learners						
% meets/exceeds	--	--	22.2**	--	67	N/A
Students with Disabilities						
% meets/exceeds	20.0**	35**	36.1**	-16.1	67	***F***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	24.2	66	28.4**	-4.2	70	***D***

*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 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, however disaggregated District results show only 7% of District Black

Students with Disabilities met ELA State achievement benchmarks. See comments regarding KairosPDX Black student achievement pp. 5-6. While neither District nor KairosPDX results meet state benchmarks, the school's results show improvement over District results for Black students.

District recommends continued focus on ELA achievement as well as on addressing learning loss from the COVID-19 pandemic with students of special populations.

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 three years ago 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
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	16.1	31	38.6	-22.5	69	***F***
English Learners						
% meets/exceeds	--	--	21.8**	--	66	N/A
Students with Disabilities						
% meets/exceeds	17.1**	35**	33.7	-16.6	66	***F***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	21.5	65	22.4**	-0.9	68	***M***

*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 Students of Historically Underserved Races/Ethnicities (within rounding variance of one student).
The school does not meet District total population performance in Economically Disadvantaged or Students with Disabilities populations. School population groups are too small to report disaggregated data for Black student achievement within Special Populations for Economically Disadvantaged or Students with Disabilities, however disaggregated District results show only 3% of District Black

Students with Disabilities met Math State achievement benchmarks. See comments regarding KairosPDX Black student achievement pp. 5-6. While neither District nor KairosPDX results meet state benchmarks, the school's results show improvement over District results for Black students. **District recommends** continued focus on Math achievement as well as on addressing learning loss from the COVID-19 pandemic with students of special populations.
School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX is in its second year of a new math curriculum and have hired a math coach who is supporting classroom teachers with new curriculum.

2. Student Academic Growth

Measure 2a
Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	7	107	2	+5		***E***

*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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	17	76	8	+9		***E***

*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 4 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	-16	65	-4	--		***M***

*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 -19 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 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 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	-7	63	4	-11		***M***

*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 -11 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:

4. Local Performance Assessments

Measure 4

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 10th percentile of performance for the grade level group

F=Falls far below standard:

☐School's percentage of Regular Attenders is below the 10th 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			
%	67.3	245	70.7	-3.4	85	***D***

*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, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

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. Currently, we rely primarily on the data we collect within the PPS school district-based software, Synergy, that shows the percentage of students who are present each day as compared to enrollment. The state data collection is centered on the percentage of students who are attending 90% or more days each year and who have been enrolled more than 75 days. The percentage of regular attenders has been lower statewide due to the pandemic. However, we also note that it is important to understand and recognize what percentage of students are attending at rates 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 2022-23 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 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.	Goal achieved partially	KairosPDX met the goal for ELA and was close to meeting our goal for math. KairosPDX hired a math collaborator for 23-24 and has increased professional development training.

Measure 8b
In school year 2022-23, did the school implement the academic recommendations from the district in the 2021-22 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 implementing the new ELA and math curriculum will continue.

Measure 8c
Based on the 2022-23 school year data presented in this report, will the school add any academic goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ☒Current ratio is greater than or equal to 1.1
Does not meet standard: ☐Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: ☐Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 13.24, meets standard
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: ☒60 days cash –OR- ☐Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: ☐Between 15 and 30 days cash -OR- ☐Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: ☐Fewer than 15 days cash
District comments/recommendations: School has 343.17 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 100%, 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

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: Aggregated 3-year total margin is positive at 18.56%, but most recent year total margin is negative at -7.78%; does not meet standard
School comments:

Measure 10b Debt to asset ratio: Total liabilities divided by total assets
Meets standard: ☒Debt-to-asset ratio is less than 0.9
Does not meet standard: ☐Debt-to-asset ratio is between 0.9 and 1.0
Falls far below standard: ☐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-
☐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 -43,683 and one-year cash flow is -$677,718; 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 2023-24 school year but is not cause for immediate concern due to increased staffing and operational costs related to COVID recovery.

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 2022-23 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 for the first time.	Yes	The Heart & Soul run took place on October 6, 2022 where our students, staff and families all had the opportunity to participate together.

Measure 11b
In school year 2022-23, did the school implement the financial recommendations from the district in the 2021-22 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 2021-22 annual performance report, all financial measures were met.	N/A	N/A

Measure 11c
Based on the 2022-23 school year data presented in this report, will the school add any financial goals to its 2023-24 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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ☒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.
Does not meet standard: ☐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:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ☒The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 did not have staff trained and prepared to screen incoming students to identify them for ELL services within required time limitations at the start of the 2022-23 year. The school administrator at the time was supported with training and assistance from the District's ELL department, however students did not receive ELL screening until mid-school year.

School comments:

KairosPDX Learning Academy leadership acknowledges the District's comment in this area. KairosPDX has worked to improve our process for our ELL leaders for the future. Teachers will receive training in strategies to language acquisition.

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: ● A 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 and submitted an audit with no material or significant 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 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 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Our organizational goal for 2022-23 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 for 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 2022-23, did the school implement the organizational recommendations from the district in the 2021-22 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 2021-22 annual performance report, all organizational measures were met.	N/A	N/A

Measure 17c
Based on the 2022-23 school year data presented in this report, will the school add any organizational goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
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

	ACADEMIC	2022-23	2021-22	2018-19
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	D/M	F/M	F/M
1e	Special populations achievement in ELA as compared to district	D	D	M
1f	Special populations achievement in MATH as compared to district	M	M	M
2a	Annual academic growth in ELA as compared to State Target	E	M	N/A
2b	Annual academic growth in MATH as compared to State Target	E	M	N/A
3a	Special populations growth in ELA as compared to State Target	M	NR	N/A
3b	Special populations growth in MATH as compared to State Target	M	NR	N/A
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			
	ACADEMIC COMMENTS: 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 82% 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 special populations data on measures 1e and 1f). 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.			
	FINANCIALS	**2022-23**	**2021-22**	**2020-21**
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	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	M	M

10d	Debt service coverage ratio	M	M	M
	FINANCIAL COMMENTS: 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.			
	ORGANIZATIONAL	**2022-23**	**2021-22**	**2020-21**
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	D	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: 12d – School did not have staff trained for ELL screening at start of 2022-23 school year and screening was delayed until training was completed. All other organizational measures have met the standard in 2022-23.			

Portland Public Schools
Annual Performance Framework and Report

Portland Village Charter School
2022-23 School Year

Submitted by:

Tara O'Neil
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."[1]

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.

Tara O'Neil
Program Director, Charter Schools
Portland Public Schools

Academic performance: data elements and sources

[1] 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) 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.

Note on Statewide Report Cards for 2022-23: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting in the 2021-22 school year after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

For all schools in Oregon, the 2022-23 attendance measures were impacted by waves of COVID-related illness and absences. Schools managed responses to student health according to their published Communicable Diseases Management Plans.

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2018-19, 2021-22, and 2022-23). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

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

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

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
All Students 3-5						
% meets/exceeds	**49.0**	142	**58.0**	**-9.0**	**74**	***D***
% participation	**98.5**		**96.5**		94.5	
Gr 3 %	26.0	43	55.4			
Gr 4 %	62.0	44	58.1			
Gr 5 %	58.0	55	59.8			
All Students 6-8						
% meets/exceeds	**48.0**	121	**53.4**	**-5.4**	**74**	***D***
% participation	**98.5**		**91.7**		94.5	
Gr 6 %	50.0	42	51.7			
Gr 7 %	47.0	38	56.4			
Gr 8 %	46.0	41	54.0			

*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 nearly meets average District performance in both ES grades 4 & 5, and MS grade 6 (within variance of one student). The school does not meet in grades 3, 7, or 8. Of note, in grade 3, an average of 26% of students meet grade level standard compared with District average of 55%.

District strongly recommends renewed and continued focus on ELA growth and achievement, particularly as the 3rd grade class moves to 4th 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.

School comments:
Portland Village School is committed to closing achievement gaps and ensuring all students learn to read. We have taken a Multi-Tiered Systems of Support approach to improving reading outcomes for students.

- We have applied for the Early Literacy Grant, and as of January have hired a skilled Reading

Specialist with experience as a literacy coach to both support students in intensive areas of need, as well as provide literacy coaching for staff in Science of Reading approaches towards instruction.

- We are strengthening CORE curriculum through a literacy adoption process as a result of the Early Literacy Grant, and teachers are being trained in using UFLI foundations to support understanding of Science of Reading, which we are working to integrate into our Waldorf Methodology.
- This year, we have implemented EasyCBM universal screeners in Reading for our full school community, to further understand the strength of our CORE instruction, and to help identify students needing CORE plus More.
- During Tier II meetings, PVS admin, instructional support and grade level teachers are reviewing benchmark data, determining need, assigning diagnostic assessments and putting in place interventions to ensure students are getting their needs met.
- We have grade alike interventions during WIN (What I Need) time, which allows students to walk to read for intervention and extension.
- With funds from the PPS parent grant and have purchased Heggerty, Phonics for Reading, and REWARDS intervention supports for students needing additional direct instruction in ELA to further support student learning in reading, and staff are being trained in using these interventions by our new Reading Specialist.

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
All Students 3-5						
% meets/exceeds	**49.0**	142	**51.7**	**-2.7**	72	***D***
% participation	**97.4**		**96.5**		94.5	
Gr 3 %	49.0	43	56.0			
Gr 4 %	45.0	45	54.0			
Gr 5 %	52.0	54	45.0			
All Students 6-8						
% meets/exceeds	**33.0**	119	**42.0**	**-9.0**	72	***D***
% participation	**97.4**		**90.4**		94.5	
Gr 6 %	29.0	41	42.0			
Gr 7 %	41.0	37	46.0			
Gr 8 %	30.0	41	40.0			

*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 ES grades 3-5, though the total average nearly meets, and the 5th grade performed above the District. MS grades 6-8 fell below the average District performance in every grade level.

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.

School comments:
Portland Village School is committed to closing achievement gaps and ensuring all students have the mathematical skills and proficiencies necessary to succeed in college and career. We have taken a Multi-Tiered Systems of Support approach to improving math outcomes for students.

- PVS has increased math CORE instruction by a minimum of 25% over last year's instruction time.
- We have implemented an average of an additional 3 hours of "extra lesson" time per week. Extra Lesson time is a Waldorf mainstay, a flexible learning time designed to be used for increasing understanding in areas of confusion for the majority of students. This way if a concept is not grasped by the full class, there is time to review and solidify that understanding. This is over and above the minimum math instructional minutes.
- We have adjusted our math instruction at the middle school level to include our mathematics specialist supporting us through co-teaching in 6th grade in addition to grade 7 and 8.
- This year, we have implemented EasyCBM universal screeners in Math for our full school community, to further understand the strength of our CORE instruction, and to help identify students needing CORE plus More.
- During Tier II meetings, PVS admin, instructional support and grade level teachers are reviewing benchmark data, determining need, assigning diagnostic assessments and putting in place interventions to ensure students are getting their needs met.
- We are focusing one teacher per grade on Math instruction during WIN (What I Need) time to provide small group additional intervention in math for grades 4+*(lower grades will stay focused on reading during WIN unless data say otherwise)*. That will provide an additional 2.5 hours of math instruction weekly for specific students in Math.
- While no PIP was requested by PPS, PVS did develop a plan of mathematical improvement to increase student achievement in math. Teacher parallel (grade alike) teams have developed plans for their grades and classes to close the performance and achievement gaps in math and with the goal to meet PPS levels of achievement. During PLCs in February and again in April, staff will review student data and make adjustments to their plan for improvement.
- PVS has developed a math tutoring homework club to beginning 2023
- With funds from the PPS parent grant and have purchased math intervention materials that align to our CORE instruction program Bridges and MidSchool math.

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
All Students	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	26.7	45	44.4	-17.7	72	***F***
English Learners						
% meets/exceeds	--	--	22.2**		67	NA
Students with Disabilities						
% meets/exceeds	32.1	53	36.1**	-4.0	67	***D***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	54.8**	73	28.4**	+26.4	70	***E***
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	26.7	45	38.2	-11.5	72	***F***
English Learners						
% meets/exceeds	--	--	12.8		67	NA
Students with Disabilities						
% meets/exceeds	29.0	28	24.2	+4.8	67	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	54.8**	73	24.0**	+30.8	70	***E***

*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
--Does not meet minimum numbers to report

District Comments/Recommendations:

The school's performance with Students of Special Populations in ELA reflects mixed results. Economically Disadvantaged students fell far behind the same District student group, while the school's Students of Historically Underserved Races/Ethnicities exceeded the District's average. Neither the school nor the District met the State targets for Special Populations.

School comments:
In bringing in EasyCBM assessments, PVS now has the ability to look at achievement data of students disaggregated by historically underserved categories. This is new for our community as of this year. Having this data easily accessible will help us to directly address disparities by demographic group during the school year. During Tier II meetings we address students who are underperforming peers and set diagnostics and interventions for students who need CORE plus more. Staff are given the demographic break down of their students' achievement, and are asked to address disparities in achievement through intervention, and targeted small group instruction.

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
All Students	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	18.2	44	38.6	-20.4	69	***F***
English Learners						
% meets/exceeds	--	--	21.8**		66	
Students with Disabilities						
% meets/exceeds	28.0**	32	33.7	-5.7	66	***D***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	42.5	40	22.4**	+20.1	68	***E***
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	18.2	44	26.9	-8.7	69	***D***
English Learners						
% meets/exceeds	--	--	8.4		66	
Students with Disabilities						
% meets/exceeds	14.0	27	18.7	-4.7	66	***D***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	42.5	40	15.4	+27.1	68	***E***

*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

--Does not meet minimum numbers to report

District Comments/Recommendations:

The school's performance with Students of Special Populations in Math reflects mixed results. Economically Disadvantaged students fell far behind the same District student group and Students with Disabilities did not meet the District average, while the school's Students of Historically Underserved Races/Ethnicities exceeded the District's average. Neither the school nor the District met State targets for any Special Population.

School comments:
In bringing in EasyCBM assessments, PVS now has the ability to look at achievement data of students disaggregated by historically underserved categories. This is new for our community as of this year. Having this data easily accessible will help us to directly address disparities by demographic group during the school year. During Tier II meetings we address students who are underperforming peers and set diagnostics and interventions for students who need CORE plus more. Staff are given the demographic break down of their students' achievement, and are asked to address disparities in achievement through intervention, and targeted small group instruction.

2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2022-23 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
All Students 3-8					NA	
Avg gap score change						
PVS Grade 3-8	-12	247				***M***
PPS Grade 3-5			2	-14		
PPS Grade 6-8			-9	-3		

*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 3 target Average Gap Score Change of -19 or higher.

School comments:

PVS is committed to growth for all students.

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2022-23 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Avg gap score change						
PVS Grade 3-8	-11	246				***M***
PPS Grade 3-5			8	-19		
PPS Grade 6-8			-10	-1		

*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 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 2022-23 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
All Students 3-8	**3-8**		3-5		NA	
Economically Disadvantaged	**-32**	44	28	-60		***D***
English Learners	**--**	--	0	--		--
Students with Disabilities	**1**	52	5	-4		***M***
Historically Underserved Races/Ethnicities	**4**	40	-4	+8		***M***
All Students 6-8			6-8			
Economically Disadvantaged			20	-52		
English Learners			-28	--		
Students with Disabilities			-1	+5		
Historically Underserved Races/Ethnicities			-10	+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 did not meet the state Level 3 standard for growth in ELA of -19 or higher. Students with Disabilities and Historically Underserved Races/Ethnicities in grades 3-8 met the academic ODE Level 4 target Average Gap Score Change of -7 or higher. The school did not have the minimum n-size to receive a rating for English Learners student group for ELA in the 2022-23 school year. As in Achievement measures, PVS shows mixed results in Growth with Students of Special Populations.

District strongly recommends renewed and continued focus on ELA growth and achievement to bring results closer to District averages and state targets. While no Plan of Improvement will be required in response to this year's data, without significant progress toward improvement in the 2023-24 school year, the school will be required to provide one in the coming year.

School comments:
In bringing in EasyCBM assessments, PVS now has the ability to look at achievement data of students disaggregated by historically underserved categories. This is new for our community as of this year. Having this data easily accessible will help us to directly address disparities by demographic group during the school year.

With universal WIN time, we are keeping students in the special populations demographic in class during CORE instruction time ensuring access to content at their grade level. One area of challenge for PVS, like all schools, has been ensuring full staffing in our special populations classrooms. Regardless of these challenges, PVS is committed to high standards of expectations for all. We have provided training for staff in supporting special populations with multiple PD sessions in working with students on the Autism Spectrum and disability awareness, as well as clarification in the difference between accommodation vs. modification of curriculum. PVS is grateful for the guidance and support of our PPS employed Special Education staff in working with our students and staff to maintain high expectations and provide specially designed instruction to close achievement gaps and meet individual need.

PVS's efforts to improve the strength of CORE instruction and interventions should help address the achievement gap of any student struggling with reading, including those historically in special populations.

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, 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
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	-32	42	34	-66		***D***
English Learners	--	--		--		--
Students with Disabilities	-37	51	13	-50		***D***
Historically Underserved Races/Ethnicities	46	39	4	+42		***E***
All Students 6-8			6-8			
Economically Disadvantaged			24	--		
English Learners			-36			
Students with Disabilities			0	-23		

Historically Underserved Races/Ethnicities			-11	+59		

*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 did not meet 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 2022-23 school year. As in Achievement measures, PVS shows mixed results in Growth with Students of Special Populations.

District strongly recommends renewed and continued focus on Math growth and achievement to bring results closer to District averages and state targets. While no Plan of Improvement will be required in response to this year's data, without significant progress toward improvement in the 2023-24 school year, the school will be required to provide one in the coming year.

School comments:

In bringing in EasyCBM assessments, PVS now has the ability to look at achievement data of students disaggregated by historically underserved categories. This is new for our community as of this year. Having this data easily accessible will help us to directly address disparities by demographic group during the school year.

With universal WIN time, we are keeping students in the special populations demographic in class during CORE instruction time ensuring access to content at their grade level. One area of challenge for PVS, like all schools, has been ensuring full staffing in our special populations classrooms. Regardless of these challenges, PVS is committed to high standards of expectations for all. We have provided training for staff in supporting special populations with multiple PD sessions in working with students on the Autism Spectrum and disability awareness, as well as clarification in the difference between accommodation vs. modification of curriculum. PVS is grateful for the guidance and support of our PPS employed Special Education staff in working with our students and staff to maintain high expectations and provide specially designed instruction to close achievement gaps and meet individual need.

PVS's efforts to improve the strength of CORE instruction and interventions should help address the achievement gap of any student struggling with math, including those historically in special populations.

4. Local Performance Assessments

Measure 4 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?**
EasyCBM	All grades k-8	Reading and Math	EasyCBM data is entered into the database, reports can then be disaggregated by demographic groups, in addition to grade level and class.

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 and with administration
Scored Writing: Teacher created writing samples in Main Lesson Books	k-8	informational, narrative and opinion writing	These are shared and discussed in parallel teacher teams and with administration
Scored Speech	3-8	Ideas and content, organization, language and delivery	These are shared and discussed in parallel teacher teams and with administration
Scored Science Inquiry	3-8	Forming a question or hypothesis, Designing an investigation, Collecting and presenting data, Analyzing and interpreting results	These are shared and discussed in parallel teacher teams and with administration
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 10th percentile of performance for the grade level group

F=Falls far below standard:

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

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	55.0	278	70.7	-15.7	85	***D***
All Students 6-8						
%	**		67.9		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%. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

PVS's percentage is still significantly lower than the District's and State's. **District recommends PVS specifically focus on significantly improving attendance in the 2023-24 school year as part of addressing academic achievement and growth measures.**

School comments:

PVS is committed to getting all students to class on time, ready to learn. Portland Village School follows the All Hands Raised Protocol for attendance. We have been utilizing positive phone calls home, postcards for attendance reminders, letters from the office, and attendance hearings and contracts as escalating responses when prior interventions are not working. These systems have become more robust as we have hired a new counselor to support the process. At this point in the year we are averaging >91% attendance, which is an improvement over last 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: PVS is committed to following required Common Core State Standards aligned instruction through Waldorf methodology.

(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 2022-23 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.
By Spring 2023 historically underserved PVS students will make academic gains as demonstrated by their performance scores on curriculum based measures and or SBAC above and beyond their privileged peers by 20%	% growth of students historically underserved by race from 21/22 SY to 22/23 SY compared to growth by students identified as White. <u>ELA</u> ● White: - 4% ● Multiple races: + 12% above white peers ● Latinx: +18% above white peers ● Black: no change ● Asian: + 29% above white peers <u>MATH</u> Demographic: % growth ● White: - 6% ● Multiple races: + 7% above white peers ● Latinx: +1% above white peers ● Black: -20% ● Asian: + 18% above white peers	While making gains in some historically underserved by race categories, especially in ELA, PVS was not able to make the ambitious growth levels of our plan. Math was particularly problematic, as we implemented a new middle school math curriculum, and worked to implement math instruction in classrooms that were severely impacted by emotional dysregulation and SEL needs. This was compounded by attendance difficulties for students. Black students had the lowest attendance at 83%, Latinx and Asian students had the next lowest at 88%. White students had 90% attendance and students of multiple races were at 92% attendance. We provided training in math curriculum materials, reelected in Tier II meetings and provided support during WIN time, we hired a reading interventionist with skill in teaching reading for students needing CORE+ more. In response to student behavioral and regulation

		needs, SEL became a major focus for professional learning the school in the 22-23 SY.

Measure 8b
In school year 2022-23, did the school implement the academic recommendations from the district in the 2021-22 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 MATH growth and achievement as the 5th grade class moves to 6th grade to accelerate this particular class into range of District averages.	The school created math boost groups for target grade students using Midschool Math curricular materials	Yes we were able to get the math boost groups going. While students showed some gains, often the gains were not significant enough to move students from one level of proficiency to another. As a response for the 23-24 SY PVS has increased math instruction time by 25% to further math proficiency and achievement.

Measure 8c
Based on the 2022-23 school year data presented in this report, will the school add any academic goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

District recommends continued focus				
Goal added to Plan: *See supplemental mathematical performance improvement 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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ✔ Current ratio is greater than or equal to 1.1
Does not meet standard: Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 28.98, meets standard.
School comments: PVS is committed to healthy financial management

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: ✔ 60 days cash –OR- Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: Between 15 and 30 days cash -OR- Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: Fewer than 15 days cash
District comments/recommendations: The school has 265.62 unrestricted days cash, meets standard.
School comments: PVS is committed to healthy financial management

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 97%, meets standard.
School comments: PVS is committed to healthy financial management

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 healthy financial management

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: Aggregated total margin is 15.59%, total margin is 9.4%, meets standard.
School comments: PVS is committed to healthy financial management

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

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 $124,701; one-year cash flow is $354,254; meets standard.
School comments: PVS is committed to healthy financial management

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 2.11, meets standard.
School comments: PVS is committed to healthy financial management

11. School goals and recommendations (financial)

Measure 11a
Did the school meet the financial goals it set forth in its 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
By June 30, 2023 PVS will have accurately and effectively documented all grant funded expenditures such that all budgeted grant revenue streams are utilized and submitted for reimbursement.	Yes	We have a strong financial management team and have had a consistent bookkeeper and Executive Director for multiple years.

Measure 11b
In school year 2022-23, did the school implement the financial recommendations from the district in the 2021-22 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 2021-22 Performance Report, there were no financial concerns.	N/A	N/A

Measure 11c
Based on the 2022-23 school year data presented in this report, will the school add any financial goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: N/A				
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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ✔ 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.
Does not meet standard: 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 implementing our educational program as defined in the Charter.

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ✔ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
District comments/recommendations: The school materially meets this standard.

School comments:
PVS is committed to implementing our educational program as required by state laws and regulations.

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 implementing our educational program as required by state laws and regulations.

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 implementing our educational program as required by state laws and regulations.

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 meets this standard.

School comments: PVS is committed to implementing our managerial responsibilities as required by state laws and regulations.

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 and submitted a clean audit for the 2022-23 school year.

School comments: PVS is committed to implementing our financial responsibilities as required by state laws and regulations.

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 implementing our managerial responsibilities as required by state laws and regulations.

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 implementing our supervision responsibilities as required by policy and regulations.

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 implementing our reporting responsibilities as required by state laws and regulations.

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 protecting the rights of students.

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 2022-23 as evidenced through required staff reporting deliverables to the district.
School comments: PVS is committed to implementing our managerial responsibilities as required by state laws and regulations.

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 implementing our managerial responsibilities as required by state laws and regulations.

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: PVS is committed to implementing our transportation and facilities responsibilities as required by state laws and regulations.

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 Management Plan

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)
- Communicable Disease Management Plan

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

School comments: PVS is committed to implementing our health and safety responsibilities as required by state laws and regulations.

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 implementing our managerial responsibilities as required by state laws and regulations.

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 other requirements from the district.
School comments: PVS is committed to implementing our managerial responsibilities as required by state laws and regulations.

17. School goals and recommendations (organizational)

Measure 17a
Did the school meet the organizational goals it set forth in its 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
By June 30, 2023 PVS board and executive director will have secured a new location (by lease or through a purchase) for the future home of PVS	Yes, we have secured a new location for the future home of PVS at 4650 S Macadam Portland OR 97239	

Measure 17b
In school year 2022-23, did the school implement the organizational recommendations from the district in the 2021-22 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
N/A		

Measure 17c
Based on the 2022-23 school year data presented in this report, will the school add any organizational goals to its 2023-24 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				

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

	ACADEMIC	2022-23	2021-22	2018-19
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	M	M
	Grades 6-8	D	M	M
1d	Student achievement in MATH as compared to district			
	Grades 3-5	D	D	D
	Grades 6-8	D	M	D
1e	Special populations achievement in ELA as compared to district			
	Grades 3-5	E / D / F	E /M	E /M
	Grades 6-8	E / M / F	E /M	E /M
1f	Special populations achievement in MATH as compared to district			
	Grades 3-5	E / D / F	E /M	E /M
	Grades 6-8	E / D / D	E /M	E /M
2a	Annual academic growth in ELA as compared to State Target	M	M	E
2b	Annual academic growth in MATH as compared to State Target	M	E	E
3a	Special populations growth in ELA as compared to State Target	M /M/ D	E /M	E /M
3b	Special populations growth in MATH as compared to State Target	M/ D/ D	E /M	E /M
5	Regular Attenders as compared to State Target Level 3 indicator			
	Grades K-5	D	M	D
	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			

ACADEMIC COMMENTS:
1c,d -The school did not meet the average District performance in ELA or Math,in grades 3-5 or 6-8.
1e,f – Achievement in both ELA and Math for students of Special Populations shows mixed results, Economically Disadvantaged does not meet District averages, Historically Underserved exceeds District averages.
3a,b - Academic growth in both ELA and Math for students of Special Populations shows mixed results, Economically Disadvantaged does not meet District averages, Historically Underserved meets or exceeds District averages.

District strongly recommends renewed and continued focus on academic growth and achievement to bring results closer to District averages and state targets. While no Plan of Improvement will be required in response to this year's data, without significant progress toward improvement in the 2023-24 school year, the school will be required to provide one in the coming year.

	FINANCIALS	**2022-23**	**2021-22**	**2020-21**
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	D
9d	Default	M	M	M
10a	Total Margin/Aggregated Margin	M	D	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	M	M
10d	Debt service coverage ratio	M	M	M
	FINANCIAL COMMENTS: All Financial measures were met in 2022-23.			
	ORGANIZATIONAL	**2022-23**	**2021-22**	**2020-21**
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 2022-23.			

Portland Public Schools
Annual Performance Framework and Report

Le Monde French Immersion Charter School 2022-23 School Year

Submitted by:

Tara O'Neil
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."[1]

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.

Tara O'Neil
Program Director, Charter Schools
Portland Public Schools

[1] 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.

Note on Statewide Report Cards for 2022-23: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting in the 2021-22 school year after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

For all schools in Oregon, the 2022-23 attendance measures were impacted by waves of COVID-related illness and absences. Schools managed responses to student health according to their published Communicable Diseases Management Plans.

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2018-19, 2021-22, and 2022-23). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

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

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ✔ School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: € School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: € School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: ❑ 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
All Students 3-5						
% meets/exceeds	**80.4**	118	**58.0**	**+25.4**	**74**	***E***
% participation	**100**		**96.5**		94.5	
Gr 3 %	76.0	43	55.4			
Gr 4 %	77.0	40	58.1			
Gr 5 %	86.0	35	59.8			
All Students 6-8						
% meets/exceeds	**87.0**	111	**53.4**	**+33.6**	**74**	***E***
% participation	**100**		**91.7**		94.5	
Gr 6 %	90	38	51.7			
Gr 7 %	89	39	56.4			
Gr 8 %	82	34	54.0			

*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 of average 80% or higher 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
All Students 3-5						
% meets/exceeds	**83.4**	118	**51.7**	**+31.7**	72	***E***
% participation	**100**		**96.5**		94.5	
Gr 3 %	82	43	56.0			
Gr 4 %	78	40	54.0			
Gr 5 %	89	35	45.0			
All Students 6-8						
% meets/exceeds	**80.0**	111	**42.0**	**+38.0**	72	***E***
% participation	**100**		**90.4**		94.5	
Gr 6 %	92	38	42.0			
Gr 7 %	75	39	46.0			
Gr 8 %	68	34	40.0			

*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 of average 80% or higher 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
All Students 3-5	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	--	--	44.4	--	72	--
English Learners						
% meets/exceeds	--	--	22.2**	--	67	--
Students with Disabilities						
% meets/exceeds	51.0	16	36.1**	+14.9	67	***E***
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	56.4**	39	28.4**	+28.0	70	***E***
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	38.2	--	72	--
English Learners						
% meets/exceeds	--	--	12.8	--	67	--
Students with Disabilities						
% meets/exceeds	--	--	24.2	--	67	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	56.4**	39	24.0**	+32.4	70	***E***

*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
--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 2 target of 18-54 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
All Students	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	--	--	38.6	--	69	--
English Learners						
% meets/exceeds	--	--	21.8**	--	66	--
Students with Disabilities						
% meets/exceeds	69.0	16	33.7	+35.3	66	***E***
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	52.6**	38	22.4**	+30.2	68	***E***
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	26.9	--	69	--
English Learners						
% meets/exceeds	--	--	8.4	--	66	--
Students with Disabilities						
% meets/exceeds	--	--	18.7	--	66	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	52.6**	38	15.4	+37.2	68	***E***

*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
---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 target of 62 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 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 Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	8	229				***E***
PPS Grade 3-5			2	+6		
PPS Grade 6-8			-9	+17		

*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 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:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	-11	229				***M***
PPS Grade 3-5			8	-19		
PPS Grade 6-8			-10	-1		

*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 4 target Average Gap Score Change of -19 or higher.

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 3-8	3-8		3-5		NA	
Economically Disadvantaged	--	--	28	--		--
English Learners	--	--	0			--
Students with Disabilities	--	--	5	--		--
Historically Underserved Races/Ethnicities	--	--	-4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			20	--		
English Learners			-28	--		
Students with Disabilities			-1	--		
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:

The school did not meet the minimum n-size to receive a rating for Students of Special Populations for ELA in the 2022-23 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:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	--	--	34	--		--
English Learners	--	--		--		--
Students with Disabilities	--	--	13	--		--
Historically Underserved Races/Ethnicities	--	--	4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			24	--		
English Learners			-36	--		--
Students with Disabilities			0	--		
Historically Underserved Races/Ethnicities			-11	--		

*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 2022-23 school year.

School comments:

4. Local Performance Assessments

Measure 4 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:			
DIBELS	1st 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 10th percentile of performance for the grade level group

F=Falls far below standard:
School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	68.6	261	70.7	-2.1	85	***D***
All Students 6-8						
%	**		67.9		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 nearly meets District average and falls within the Level 2 indicator of between 52-85%. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

School comments: Improving this rating is a school focus for the 2023/2024 academic 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:

(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 2022-23 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.
The average mathematics achievement level for all learners in the subcategories (for which the school meets the minimum n-size to receive a rating) specified on the ESSA Accountability Details Report be at a Level 5 for the 2022-2023 academic year.	No–the goal was achieved on average for white students, but not for all students.	In part the goal was aspirational. While progress was made in closing the opportunity gap between white and nonwhite students, post-pandemic, it was not yet entirely closed. Still, in most categories measured an achievement Level of 4 was reached, after institution of after school support groups as well as push in supports with a math specialist.

Measure 8b
In school year 2022-23, did the school implement the academic recommendations from the district in the 2021-22 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 2021-22 Performance Report.		

Measure 8c
Based on the 2022-23 school year data presented in this report, will the school add any academic goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
No, the school will continue with its existing plans.				

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

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: ✔ Current ratio is greater than or equal to 1.1
Does not meet standard: € Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: € Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 2.06, meets standard.
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: 60 days cash –OR- ✔ Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: € Between 15 and 30 days cash -OR- € Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: € Fewer than 15 days cash
District comments/recommendations: The school has 52.01 unrestricted days' cash. While over 60 days unrestricted days' cash is preferred, the school is still growing to full 400+ student capacity, with about 380 students in 2022-23, and has not yet reached full economy of scale. As the school builds enrollment to full capacity without adding further infrastructural cost, the cash balance is expected to continue to strengthen. Le Monde has historically operated successfully with limited cash on hand. **District recommends** Le Monde's Board continue to closely monitor budget and cash flow for sustainability.
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 101%, 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

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:

Aggregated 3-yr total margin is positive at 1.51%, but most recent year total margin is -0.03%. While this does not meet NACSA standard due to the negative 1-yr total margin, it very nearly meets and is not cause for current concern. Cash reserves are adequate.

School comments:

Measure 10b
Debt to asset ratio: Total liabilities divided by total assets

Meets standard:

✔ Debt-to-asset ratio is less than 0.9

Does not meet standard:

€ Debt-to-asset ratio is between 0.9 and 1.0

Falls far below standard:

€ Debt-to-asset ratio is greater than 1.0

District comments/recommendations:

Debt to asset ratio is 0.46, 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- • 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 -$34,393; and one-year cash flow is negative at -$149,369; falls far below the NACSA standard. This may be impacted by influx and expenditure of one-time COVID-19 funds. Cash reserves are adequate but not robust. **District recommends** Le Monde's Board continue to closely monitor budget and cash flow for sustainability.
School comments: School has spent effort on ensuring adequate cash reserves and has banked certain relief funds to ensure adequate cash flow going forward. The school anticipates meeting this standard in the next academic year.

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 1.88, meets standard

School comments:

11. School goals and recommendations (financial)

Measure 11a
Did the school meet the financial goals it set forth in its 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Increase unrestricted days cash to exceed the performance plan standard of 60 days cash during fiscal year 2022-2023.	Yes.	Concerted effort was made to increase cash reserves.

Measure 11b
In school year 2022-23, did the school implement the financial recommendations from the district in the 2021-22 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Due to low Debt Service Coverage, District recommended Board review detailed monthly financial reports and forecasts through fiscal year to ensure lease/debt obligations can be met. The school operates a very tight budget and monthly fluctuations could be problematic without a large cash reserve.	Yes, the school submitted financials to board for review and monitored cash flow.	Because it was fiscally prudent to do so.

Measure 11c
Based on the 2022-23 school year data presented in this report, will the school add any financial goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
No.				

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

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ✔ 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.
Does not meet standard: € 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:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: ✔ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
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 for 2022-23 as evidenced through required staff reporting deliverables to the district. It should be noted that as a language immersion program, the school has unique challenges in finding native French speakers who meet the teacher credentialing requirements of charter school statute, and as a result is often very close to the 50% teacher licensure threshold. The school continues to look for opportunities to create reciprocity of licensure for its teachers who are licensed to teach in French-speaking countries but who do not count as licensed for the purposes of the State of Oregon.

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 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

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 other 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 2022-23 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Ensure that elementary and middle school teachers each have the opportunity to receive at least one professional development opportunity related to student mental health this academic year	Yes.	All school staff were provided at least one opportunity to participate in a live professional development opportunity related to student mental health.

Measure 17b
In school year 2022-23, did the school implement the organizational recommendations from the district in the 2021-22 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 2021-22 report.		

Measure 17c
Based on the 2022-23 school year data presented in this report, will the school add any organizational goals to its 2023-24 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
No.				

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

	ACADEMIC	2022-23	2021-22	2018-19
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	E	M	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**	M	D	E
3a	Special populations growth in ELA as compared to district Grades 3-8**	*	M	M/F
3b	Special populations growth in MATH as compared to district Grades 3-8**	*	E	E / D
5	Students who are Regular Attenders as compared to Level 3 indicator	D	M	M
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7	NA, for HIGH SCHOOLS ONLY			

*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

ACADEMIC COMMENTS:

The school met or exceeded all academic achievement measures in 2022-23 except for Regular Attenders. Due to the impacts of pandemic-related absences, the percentage of regular attenders was low statewide, with Oregon's overall percentage at 62%. This is a statewide focus in the 2023-24 school year.

	FINANCIALS	2022-23	2021-22	2020-21
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	D
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total margin	D	D	M

10 b	Debt to asset ratio	M	M	M
10 c	Cash flow	F	D	D
10 d	Debt service coverage ratio	M	D	D
	FINANCIAL COMMENTS: Cash flow and total margin do not meet NACSA standard, which may be related to expenditures of one-time pandemic-relief funds. The school has steadily improved its cash balance and does not carry debt; not a current concern as cash balance is adequate, if not robust. **District recommends** Le Monde board continue to closely monitor cash flow and monthly financial reports to ensure sustainability.			
	ORGANIZATIONAL	**2022-23**	**2021-22**	**2020-21**
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
	ORGANIZATIONAL COMMENTS: All organizational measures have met the standard in 2022-23.			