

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, May 14, 2026 4:30 PM

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

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. Annual Charter School Report
5. Interim Assessment Tool Selection Update
6. 6-12 Social Studies Instructional Resource Recommendation
7. Artificial Intelligence in Portland Public Schools
8. Other Business and Future Agenda Items
9. Adjourn

Board of Education
Teaching, Learning, and Enrollment Committee

SCHEDULE OF PUBLIC COMMENT

5/14/26

Charter								
Pronoun	Name	Student?	School Community	Topic	Email	Phone	Text OK?	Attendance Type
	Emily Barrett	☐	Le Monde		embarrett@gmail.com	503-747-9510		In Person
		☐						
		☐						

Topics NOT the Agenda (limited to 2)								
Pronoun	Name	Student?	School Community	Topic	Email	Phone	Text OK?	Attendance Type
	Karanja Crews	☐			karanjacrews@gmail.com			
	Beth Cavanaugh	☐		impact of SB3 on performing arts	bethanycavanaugh@gmail.com	(503)449-7625		In Person

Social Studies(limited to 3)								
Pronoun	Name	Student?	School Community	Topic	Email	Phone	Text OK?	Attendance Type
	Katharine Young	☐			young.guoying@gmail.com	4257653461		In Person
	Erika Freundlich	☐	Ida B. Wells	World History Curriculum materials	freundlich30@gmail.com	503-706-7417	Yes	In Person
		☐						

WAITING LIST								
Pronoun	Name	Student?	School Community	Topic	Email	Phone	Text OK?	Attendance Type
		☐						
		☐						

Charter Schools Update

Teaching, Learning, and Enrollment Committee Meeting



PORTLAND
Public Schools

May 14, 2026

Charter Schools Agenda

- Role of PPS as Sponsor
- Support & Accountability
- Overview – Charter Schools
- Academic Data - Charter Schools
- Charter School Demographics
- Questions

Role of Charter School Sponsor

District Responsibilities:

- Approve or deny annual applicants for the establishment of new PPS charter schools
 - *Recently received one Letter of Intent to apply to become a charter school 2027
- Conduct ongoing monitoring, oversight, and annual evaluation of PPS charter schools
- Pass through State School Funding and other funding sources
- Monitor the implementation of interventions for under-performing schools
- Provide resources, access to information, data systems, professional development, and cost-neutral assistance
- Advocate and act as a liaison for the District in its role as a charter school authorizer
- Promote equity and learning for all students

Charter Schools – Support & Accountability

Annual Calendar of Deliverables

- Academic
 - Performance Plan (October)
 - Report Card Data analysis (Fall)
 - Performance Framework (January)
 - Local assessment data reporting (Spring)
 - Year-end report on charter schools to PPS Board committee (Late Spring)
- Fiscal
 - Quarterly Financial Report
 - Draft budget for upcoming school year (May)
 - Finalized Budget (September)
 - Annual Municipal Audit (Fall)
- Operational
 - Site visits (monthly)
 - Formal annual site visit with stakeholders (Spring)
 - Charter school board meeting observation and review (Winter & Spring)
 - Review of compliance submissions (monthly)

Charter Schools Overview

Seven Charter Schools are located within PPS Boundaries

Five PPS Sponsored Charter Schools (1,297 students)

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

Two State-Sponsored Charter Schools, both K-8 (~400 students)

- Cottonwood School of Civics and Science
- The Ivy School

Charter School Overview

SCHOOL	MODEL	GRADES	OPEN DATE	CONTRACT LENGTH	CURRENT ENROLLMENT	FACILITY STATUS
KairosPDX	Eliminate racial achievement gap	K-5	2014	July 2020-June 2030	173	Lease PPS building – North Portland
Le Monde French Immersion	French Immersion	K-8	2012	July 2023-June 2033	383	Stable lease - SE Portland
Portland Arthur Academy	Direct Instruction	K-5	2005	July 2021-June 2031	165	Stable lease - SE Portland
Portland Village School	Waldorf inspired	K-8	2007	July 2020-June 2030	436	Purchased building 2024. SW Waterfront
The Emerson School	The Project Approach/ Positive Discipline	K-5	2003	July 2019-June 2029	140	Built out new school 2023-24. 15 year lease with 5 year option. Downtown
Cottonwood School	Place based learning	K-8	ODE	State sponsored	107	State sponsored
Ivy School	Montessori	K-8	ODE	State sponsored	287	State sponsored

Charter School Academic Data

CHARTER SCHOOL	24-25 OSAS GRADES 3-5			24-25 OSAS GRADES 6-8			ADDITIONAL INFORMATION
	ELA	MATH	COMPARED TO PPS	ELA	MATH	COMPARED TO PPS	
The Emerson School	66.7%	54.2%	+8.5% ELA +0.5% MATH				In both 2023-24 and 2024-25, Emerson met performance targets in both ELA and Math for all measurable student populations.
KairosPDX	24%	20%	-34.2% ELA -33.7% MATH	Grades 3-5 AA ELA -5.2%	Grades 3-5 AA MATH -7.1%		Black students at Kairos outperform the District in ELA and Math for grades 3-5 by 1.2%. * Title 1 for 25-26. *metric based on 3 year average
Portland Arthur Academy	69.4%	54.2%	+11.2% ELA +0.5% MATH				PAA regular attenders rate (92%) was an 11.1% increase over 2023-24 and exceeds the District’s regular attenders rate by 17.4%. Title 1 for 25-26.
Le Monde French Immersion	84%	87%	+25.8% ELA +33.3% MATH	89.2%	83.3%	+31.9% ELA +35.5% MATH	100% of Le Monde graduates meet high school language credit requirements prior to starting 9th grade.
Portland Village School	39.8%	35.3%	-18.4% ELA -18.4% MATH	61.2%	52.4%	+3.9% ELA +4.6% MATH	Grade 6-8 Students with Disabilities outperform the District by 12.4% in ELA and 15.6% in Math. Grade 6-8 Historically Underserved Students by Race/Ethnicity outperform the District by 22.1% in ELA and 26.6% in Math.

Charter School Demographics (October 1, 2025)

Charter School	Enrollment	Direct Certification		SpEd		Multilingual Learner		Historically Underserved		Black		Latino		Native American		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Emerson	139	38	27.3	33	23.7	4	2.9	36	25.9	5	3.6	20	14.4	n/a	n/a	2	1.4	9	6.5
KairosPDX	178	94	52.8	28	15.7	3	1.7	167	93.8	116	65.2	18	10.1	n/a	n/a	2	1.1	31	17.4
Le Monde	385	35	9.1	45	11.7	5	1.3	53	13.8	9	2.3	22	5.7	1	0.3	n/a	n/a	21	5.5
PAA	167	49	29.3	18	10.8	30	18	48	28.7	25	15	16	9.6	1	0.6	n/a	n/a	6	3.6
PVS	434	124	28.6	81	18.7	13	3	102	23.5	9	2.1	60	13.8	2	0.5	n/a	n/a	31	7.1
PPS K-5	19,071	6,185	32.4	3,606	18.9	2,350	12.3	6,792	35.6	1,509	7.9	3,608	18.9	118	0.6	174	0.9	1,383	7.3
PPS Middle Schools	7,360	2,365	32.1	1,190	16.2	724	9.8	2,505	34	580	7.9	1,319	17.9	32	0.4	61	0.8	513	7

Contact us

 PPS.NET

 pubinfo@pps.net

 (503) 916-2000

 501 N Dixon, Portland, OR 97227

Sunita Sandoz, Director, Charter Schools

ssandoz@pps.net

503-916-3359

**Korinna Wolfe, Senior Director, OSP, Multiple Pathways to
Graduation**

kwolfe@pps.net

503-916-5437



PORTLAND
Public Schools



MEMO

Date: May 14, 2026

To: Dr. Kimberly Armstrong, Superintendent
Director Roshelle Chase-Miller - Teaching, Learning , and Enrollment Committee
Director Virginia La Forte - Teaching, Learning , and Enrollment Committee
Director Christy Splitt - Teaching, Learning , and Enrollment Committee

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

Subject: Charter School Performance Frameworks 2024-25 and 2025-26 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 annually and when contract renewal decisions are made.

As multiple sources of data used in the Report become available late fall or winter (state assessment data, Oregon Report Card, Municipal Audit and financial reports), there is a necessary delay between the end of each school year and the completion of the Report. **This memo is intended to provide the Teaching, Learning, and Enrollment Committee with general information about each charter school at the end of the school year, providing information from the 2024-25 Annual Performance Framework and Report as well as current year progress.**

The following is a summary of 2024-25 for each of the five charter schools that PPS authorizes, as well as any alerts and updates for the current 2025-26 school year. The general summary information provided in this memo supplements the attached individual 2024-25 annual performance report for each charter school.

The Emerson School Project-based Learning Model

2024-25 summary:

- Enrollment 131
- Charter School contract enrollment maximum is 175
- Change in leadership for first time in 8 years

- 2023-24 OSAS scores show 62% of Emerson students meet or exceed in ELA which exceeds District ELA scores by 5% for students in grades 3-5. 56% of Emerson students meet or exceed in Math which exceeds District scores by 3% for students in grades 3-5.

2025-26 updates:

- Current Enrollment 140
- Charter School contract enrollment maximum is 175
- 2nd change in leadership in 2 years; Instructional Coach is Founder of School
- 2024-25 OSAS scores show 66.7% of Emerson students meet or exceed in ELA which exceeds District ELA scores by 8.5% for students in grades 3-5. 54.2% of Emerson students meet or exceed in Math which exceeds District scores by .5% for students in grades 3-5.

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

2024-25 summary:

- Enrollment 210
- Charter School contract enrollment maximum is 255
- New School Administrator exited mid-year, Principal Rodgers hired before winter break
- 2023-24 OSAS data shows that while Kairos underperforms the District in ELA (35.4% meet or exceed) and Math (23.2% meet or exceed) for students in grades 3-5, students of historically underserved races (the majority of KairosPDX student population) compare favorably to District students of historically underserved races. Black students at Kairos outperform the District in ELA for grades 3-5 by 3% (20% at Kairos meet or exceed) and Black students align with the District in Math in grades 3-5 (12% meet or exceed).

2025-26 updates:

- Current Enrollment 173
- Charter School contract enrollment maximum is 255
- No change in leadership
- 2024-25 OSAS data shows that Kairos underperforms the District in ELA (24% meet or exceed) and Math (20% meet or exceed) for students in grades 3-5. Black students at Kairos underperform the District in ELA for grades 3-5 (14% at Kairos meet or exceed) and Black students underperform the District in Math in grades 3-5 by (7% meet or exceed). This is the first year that Black students at Kairos did not meet District metrics.

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

2024-25 summary:

- Enrollment 374
- Charter School contract enrollment maximum is 450
- 2023-24 OSAS data shows Le Monde students in grades 3-5 outperform the District by 22% (79% of students meet or exceed) in ELA and outperform the district by 22% (75% of students meet or exceed) in Math. In grades 6-8, Le Monde students outperform the

district by 34% (89% of students meet or exceed) in ELA and outperform the district by 31% (75% of students meet or exceed) in Math.

- Of note, 100% of Le Monde graduates meet most or all high school language credit requirements prior to starting 9th grade

2025-26 updates:

- Current Enrollment 383
- Charter School contract enrollment maximum is 450
- 2024-25 OSAS data shows Le Monde students in grades 3-5 outperform the District by 25.8% (84% of students meet or exceed) in ELA and outperform the district by 33.3% (87% of students meet or exceed) in Math. In grades 6-8, Le Monde students outperform the district by 31.9% (89.2% of students meet or exceed) in ELA and outperform the district by 35.5% (83.3% of students meet or exceed) in Math.
- Math was a targeted area of growth for Le Monde with an annual Performance Plan goal of increasing Math OSAS scores by 5% from 2023-24 to 2024-25. The school exceeded their goal by increasing their Math OSAS scores by 10%.

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

2024-25 summary:

- Enrollment 164
- Charter School contract enrollment maximum is 180
- 2023-24 State assessment data shows 70% of PAA students meet or exceed in ELA which exceeds District scores by 13% for students in grades 3-5. 50% of PAA students meet or exceed in Math which trails the District by 3% for students in grades 3-5. The school made progress toward improvement in math by >5% over their 2022-23 scores.
- Of note, over 20% of students are English Language Learners. 2023-24 State Report Card reported 66.7% of the school's English Learners met/exceeded in ELA (3 year combined average) as compared to 23.8% for District overall (3 year combined average)

2025-26 updates:

- Current Enrollment 165
- Charter School contract enrollment maximum is 180
- 2024-25 State assessment data shows 69.4% of PAA students meet or exceed in ELA which exceeds District scores by 11.2% for students in grades 3-5. 54.2% of PAA students meet or exceed in Math which exceeds the District by .5% for students in grades 3-5.
- Nearly 20% of PAA students are English Language Learners. 2024-25 OSAS data shows PAA English Language Learners exceeded District English Language Learners by 32.7% (ELA) and by 43.1% (Math) in grades 3-5.
- Attendance was a targeted area of growth for PAA in 2024-25. Their regular attenders rate (92%) was an 11.1% increase over 2023-24 and exceeds the District's percentage of regular attenders by 17.4%.

Portland Village School Waldorf-inspired, standards-based education

2024-25 summary:

- Enrollment 400
- Charter School contract enrollment maximum is 444
- No change in leadership
- School has completed the purchase of a new facility on South Waterfront, purchased via assistance of Oregon Facilities Authority through sale of bonds; gained occupancy in September 2024 and started new school year in new building
- 2023-24 State assessment data released shows progress toward improvement. The school shows a 7% increase in ELA scores (from 49% to 56% of students meeting or exceeding) and a 5% increase in Math scores (from 42% to 47% of students meeting or exceeding) over 2022-23 assessment data.

2025-26 updates:

- Current Enrollment 436
- Charter School contract enrollment maximum is 444
- Change in leadership; Education Director now serving as Interim Executive Director
- 2024-25 State assessment data released shows that while PVS trails the District in both ELA and Math OSAS scores in grades 3-5 (39.8% meet/exceed in ELA and 35.3% meet/exceed in Math), they exceed the District in both ELA and Math OSAS scores in grades 6-8 (61.2% meet/exceed in ELA and 52.4% meet/exceed in Math).
- Of note, Students from Special Populations at PVS in grades 6-8 greatly outperform the District. Grade 6-8 Students with Disabilities outperform the District by 12.4% in ELA and 15.6% in Math. Grade 6-8 Historically Underserved Students by Race/Ethnicity outperform the District by 22.1% in ELA and 26.6% in Math.

Portland Public Schools
Annual Performance Framework and Report

The Emerson Charter School
2024-25 School Year

Submitted by:

Sunita Sandoz
Program Director, Charter Schools



Introduction

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

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

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

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

Sunita Sandoz
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.

The 3-year Trend Performance Summary chart at the end of this document will include the ratings from the most recent 3 years of available academic performance data (2022-23, 2023-24, and 2024-25). 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	66.7	60	58.2	+8.5	74	M
% participation	89.6		97.0		93.5	
Gr 3 %	59.1		55.7			
Gr 4 %	75.0		58.9			
Gr 5 %	66.7		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 8.5%. The school meets the Oregon Report Card Level 4 State Goal of 62-79.9%%.

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	54.2	72	53.7	+5	72	M
% participation	88.1		96.3		93.2	
Gr 3 %	57.1		56.0			
Gr 4 %	55.0		56.2			
Gr 5 %	50.0		49.0			

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

District Comments/Recommendations:

The school exceeds the District performance in Math by 0.5%. The school meets the Oregon Report Card Level 3 State Goal of 32-55.9%.

District Recommends:

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	--	--	51.2	--	72	N/A
English Learners						
% meets/exceeds	--	--	27.3	--	67	N/A
Students with Disabilities						
% meets/exceeds	41.3**	17	36.9	+4.4	67	M
Historically Underserved			(OR Report			

<table border="1"> <tr> <th>Races/Ethnicities</th><th></th><th></th><th>Card)</th><th></th><th></th><th></th></tr> <tr> <td>% meets/exceeds</td><td>38.1**</td><td>10</td><td>28.9</td><td>+9.2</td><td>70</td><td><i>M</i></td></tr> </table> *MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan **Metric is based on 3-year combined average District Comments/Recommendations: The school meets or exceeds District performance by student group where student population is large enough to report. School comments:							Races/Ethnicities			Card)				% meets/exceeds	38.1**	10	28.9	+9.2	70	<i>M</i>																																																								
Races/Ethnicities			Card)																																																																									
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Measure 1f How are Students of Special Populations achieving on state assessments in MATHEMATICS compared to the Students of Special Populations in the district?																																																																												
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Data: <table border="1"> <tr> <th>MATH</th><th>School</th><th>N</th><th>District</th><th>% +/-</th><th>MIP*</th><th>Rating</th></tr> <tr> <td>All Students 3-5</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Economically Disadvantaged</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>% meets/exceeds</td><td>--</td><td>--</td><td>--</td><td>--</td><td>69</td><td><i>N/A</i></td></tr> <tr> <td>English Learners</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>% meets/exceeds</td><td>--</td><td>--</td><td>26.9</td><td>--</td><td>66</td><td><i>N/A</i></td></tr> <tr> <td>Students with Disabilities</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>% meets/exceeds</td><td>32.6**</td><td>17</td><td>35.9</td><td>-3.3</td><td>66</td><td><i>D</i></td></tr> <tr> <td>Historically Underserved Races/Ethnicities</td><td></td><td></td><td>(OR Report Card)</td><td></td><td></td><td></td></tr> <tr> <td>% meets/exceeds</td><td>30.0</td><td>10</td><td>24.7</td><td>+5.3</td><td>67</td><td><i>M</i></td></tr> </table> *MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan **Metric is based on 3-year combined average District Comments/Recommendations: The school fell just short of meeting the District performance for Students with Disabilities and met the District performance for Historically underserved students by race. School comments: Emerson is aware of this discrepancy, and is working with our SPED team to increase support for students with disabilities.							MATH	School	N	District	% +/-	MIP*	Rating	All Students 3-5							Economically Disadvantaged							% meets/exceeds	--	--	--	--	69	<i>N/A</i>	English Learners							% meets/exceeds	--	--	26.9	--	66	<i>N/A</i>	Students with Disabilities							% meets/exceeds	32.6**	17	35.9	-3.3	66	<i>D</i>	Historically Underserved Races/Ethnicities			(OR Report Card)				% meets/exceeds	30.0	10	24.7	+5.3	67	<i>M</i>
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2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F= Falls far below standard:

Average gap score change of less than -17

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	1	123	1	0		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 had an average gap score change of 1 in ELA which is the same as the average gap score change as the District.

School comments:

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	0	121	6	-6		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 0 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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

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	5	29	-1	+6		M
Historically Underserved Races/Ethnicities	--	--	--	--		NR

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

**Metric is based on 3-year combined average

District comments/recommendations:

NR = Not Rated

The school did not receive Average Gap Score Change ratings in most of the special populations categories due to not meeting the minimum n-size to receive a rating. For Students with Disabilities the school meets the ODE Level 3 target.

School comments:

Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

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	-4	29	7	-11		D
Historically Underserved Races/Ethnicities	--	--	--	--		NR

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

**Metric is based on 3-year combined average

District comments/recommendations:

NR = Not Rated

The school did not receive Average Gap Score Change ratings in most of the special populations categories due to not meeting the minimum n-size to receive a rating. The school did not meet the target for Students with Disabilities with an average Gap Score Change of -4. This is not a concern for the District.

School comments:

Emerson is aware of this discrepancy, and is working with our SPED team to increase support for students with disabilities.

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, but are not limited to: • easyCBM reading assessments at least three times a year at all grade levels, K-5 • Writing assessments scored using the 6+ writing traits at least three times a year in grades 4-5 • End of unit assessments for math in all grades (approximately 4-5 units per grade) • Math, Writing, Speaking, and Science end of year work samples for grades 3-5 using the Oregon Department of Education scoring rubrics for each subject. • End of year OSAS assessments for Literacy and Math for grades 3-5, and Science for grade 5 • End of Project rubrics used at all grade levels, K-5	K-5	Reading, Writing, Math, Speaking, Science, Project Work	Math, Writing, Speaking, and Science end of year work samples for grades 3-5 using the Oregon Department of Education scoring rubrics for each subject are submitted to school administration each year. All easyCBM scores are reported/submitted to administration each term. Project rubrics are recorded and submitted to administration at the end of each school 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

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						
%	79.2	125	74.6	+4.6	85	M

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

**Metric is based on 3-year combined average

District comments/recommendations:

The school's percentage of regular attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education. The school also outperforms the District by 4.6% in regard to Regular Attenders at the K-5 grade level.

School comments:

(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 2024-25 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 the end of the academic year, at least 70% of students in grades K-3 will meet or exceed grade-level reading standards	66.7% of Emerson students in grades 3-5 meet or exceeded grade-level reading standards as determined by state standardized testing. Reading standards for students in grades K-2 were measured using Easy CBM assessments. On these assessments, 70% of students met or exceeded grade-level benchmarks.	While we were close to achieving our goal, we missed the mark by a slight amount. This school year our K-3 Literacy Support Specialist has had the opportunity to spend more time working with individuals and small groups in order to support them in their growth. She is also providing more guidance and support to the classroom teachers.

Measure 8b

In school year 2024-25, did the school implement the academic recommendations from the district in the 2023-24 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.
There were no District recommendations in the 2023-24 Performance Report.		

Measure 8c

Based on the 2024-25 school year data presented in this report, will the school add any academic goals to its 2025-26 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 3.85, 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 107.21 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 .90. This is not a concern for the district as the school has increased enrollment.

School comments: We are continuing to monitor enrollment and have adopted strategies to support improving enrollment. Our enrollment is currently at 97.2% of our projected enrollment for the current budget year.

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 -5.15%. This is expected as The Emerson School spent down reserves building out their new school building. They moved the school in January 2024 and now have a 15-year lease with a 5-year option. The district expects their finances to stabilize now that the move is complete.

School comments:

We are aware that we are below the total margin and are actively working towards to improving this via enrollment, robust fundraising initiatives, and fastidious attention to our financials.

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 .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:

While multi-year cash flow is negative at -\$95,380, one-year cash flow is positive at \$168,958; falls far below standard. The Board decision to build out a new school building resulted in deliberate, budgeted spending down of cash reserves.

While cash flow bears watching in 2025-26, the school has ample cash reserves, has increased enrollment and fundraising. This is not a concern for the District at this time.

School comments:

As noted by the District, we are working on remedying our cash flow to meet standards due to the intentional build out of our new school. We are hopeful to have this remedied/improved by the following school 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 .73, 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:

We are watching our budget & spending closely, with active strategies in place to improve this measure.

11. School goals and recommendations (financial)

Measure 11a

Did the school meet the financial goals it set forth in its 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	
By the start of the next school year, increase enrollment by adding 2 students in each classroom (up to a maximum of 26 students per class) and robust waitlists in every grade through enhanced outreach and engagement strategies. Ensuring that enrollment is no lower than 144 at the start of the school year.	We did have a stronger waitlist and over enrolled by 2 students per grade. We did not meet the goal of maximum enrollment of 144; though we have a strong 140 enrolled, with the open slots at the higher grade levels. With strong numbers in our lower grade levels, we are confident that we will have at least 140 next school, if not the maximum of 144.	

Measure 11b

In school year 2024-25, did the school implement the financial recommendations from the district in the 2023-24 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The District 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.	The Emerson Board has been diligent in reviewing monthly enrollment and financial reports. We have had thorough conversations on how to increase/maintain higher enrollment numbers, as well as how to grow in financial stability.	This is an ongoing process and we are trending in the right direction.

Measure 11c

Based on the 2024-25 school year data presented in this report, will the school add any financial goals to its 2025-26 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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Expand the school board from 5 to at least 7 members while ensuring diversity in skills, race, and gender to better reflect the school community.	Goal achieved, with a total of 8 board members.	We were able to recruit three more board members, including a community member to support the assurance of diversity in skills, race, & gender.

Measure 17b

In school year 2024-25, did the school implement the organizational recommendations from the district in the 2023-24 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 2023-24 annual performance report.		

Measure 17c

Based on the 2024-25 school year data presented in this report, will the school add any organizational goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

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

		2024-25	2023-24	2022-23
	ACADEMIC			
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ELA as compared to district	M	M	M
1d	Student achievement in MATH as compared to district	M	M	D
1e	Special populations achievement in ELA as compared to district	M	E	E
1f	Special populations achievement in MATH as compared to district	M	M	M
2a	Annual academic growth in ELA as compared to State Target	M	D	M
2b	Annual academic growth in MATH as compared to State Target	M	M	M
3a	Special populations growth in ELA as compared to State Target	M	NR	NR
3b	Special populations growth in MATH as compared to State Target	D	NR	NR
5	"Regular Attenders" as compared to State Level 3 indicator	M	D	D
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	ACADEMIC COMMENTS: All Academic Targets were met in 24-25.			
	FINANCIALS			
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	F	F	D
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	F	F
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 the buildout of a new school. The school maintains a healthy cash balance and does not carry debt. The District does not have concerns at this time as the school has increased enrollment and fundraising in 25-26. 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.			

		2024-25	2023-24	2022-23
	ORGANIZATIONAL			
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 2024-25.			

Portland Public Schools
Annual Performance Framework and Report

KairosPDX Learning Academy Charter School
2024-25 School Year

Submitted by:

Sunita Sandoz
Program Director, Charter Schools



Introduction

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

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

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

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

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

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

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

Additionally for high schools only:

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

Additionally for grades 6-12 only:

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

The 3-year Trend Performance Summary chart at the end of this document will include the most recent 3 years of available academic performance data (2022-23, 2023-24, and 2024-25). 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	33.8**	95	58.2	-24.4	74	F
% participation	97.9		97.0		93.5	
Gr 3 %	19.4	36	55.7			
Gr 4 %	28.1	32	58.9			
Gr 5 %	25.9	27	59.8			

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

the

Oregon ESSA Plan

**Metric is based on 3-year combined average

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	19.5**	57	18.3**	+1.2		M
Latino	--	--	35.0	--		

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

the

Oregon ESSA Plan

**Metric is based on 3-year combined average

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

District comments/recommendations:

91.6% KairosPDX's population are Historically Underserved students, 71% are Black/African American

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

District recommends continued focus on ELA achievement.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to focus on implementing ELA curriculum adopted with a focus on small group implementation.

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	29**	95	53.7	-24.7	72	F
% participation	97.9		96.3		93.2	
Gr 3 %	22.2	36	56.0			
Gr 4 %	25.0	32	56.2			
Gr 5 %	11.0	27	49.0			

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

**Metric is based on 3-year combined average

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	14.0**	57	12.8**	+1.2		M
Latino	--	--	30.4	--		

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

**Metric is based on 3-year combined average

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

District Comments/Recommendations:

91.6% KairosPDX's population are Historically Underserved students, 71% are Black/African American or Latinx students. While the school's total population average assessment data falls below the District's average achievement levels, the school compares positively to the District's results for Black/African American students, who represent the majority of students tested at KairosPDX and who are the focus of the charter's mission.

District recommends continued focus on Math achievement.

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

Measure 1e

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

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

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

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

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

Data:

ELA	School	N	District	% +/-	MIP*	Rating
All Students 3-5						
Economically Disadvantaged						
% meets/exceeds	16.7**	32	51.2	-34.5	72	F
English Learners						
% meets/exceeds	--	--	27.3		67	N/A
Students with Disabilities						
% meets/exceeds	8.2**	15	36.9	-28.7	67	F
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	19.8**	64	28.9	-9.1	70	D

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

**Metric is based on 3-year combined average

District Comments/Recommendations:

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

District recommends continued focus on ELA achievement.

School comments: The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to focus on implementation of ELA curriculum.

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	14.4**	32	46.5	-32.1	69	F
English Learners						
% meets/exceeds	--	--	26.9		66	N/A
Students with Disabilities						
% meets/exceeds	8.2**	15	35.9	-27.7	66	F
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	15.1**	64	24.7	-9.6	67	D

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

**Metric is based on 3-year combined average

District Comments/Recommendations: The school falls far below the District total population performance for Students with Disabilities and Economically Disadvantaged categories and they do not meet for Historically Underserved by Race/Ethnicity. School population groups are too small to

report disaggregated data for Black student achievement within Special Populations. See comments regarding KairosPDX Black student achievement pp. 5-6.

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

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

2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 14 or more

M=Meets standard:

Average gap score change of between 1 and 14

D=Does not meet standard:

Average gap score change of between -20 and 0

F=Falls far below standard:

Average gap score change of less than -20

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-7	95	1	-8		D

*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 2 target Average Gap Score Change between -20 and 0 with a score of -7. This does not meet the standard.

School comments:

The KairosPDX Learning Academy leadership acknowledges the District's recommendation in this area. KairosPDX will continue to focus on implementing ELA curriculum adopted with a focus on small group implementation.

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:
Average gap score change of 18 or more

M=Meets standard:
Average gap score change of between 0 and 17

D=Does not meet standard:
Average gap score change of between -17 and 0

F=Falls far below standard:
Average gap score change of less than -17

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-22	95	6	-28		F

*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 1 target Average Gap Score Change with a score below -17 in Mathematics. This falls far below the standard.

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



3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2024- 25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 14 or more

M=Meets standard:

Average gap score change of between 1 and 14

D=Does not meet standard:

Average gap score change of between -20 and 0

F=Falls far below standard:

Average gap score change of less than -20

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	9	120	0	+9		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 7 or higher in ELA which meets the standard. 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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:
Average gap score change of 18 or more

M=Meets standard:
Average gap score change of between 0 and 17

D=Does not meet standard:
Average gap score change of between -17 and 0

F= Falls far below standard:
Average gap score change of less than -17

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	4	104	6			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 0 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
Acadience assessment	K - 5	Reading	Classroom systems
Math Unit assessments Origio	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

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			
%	69.7**	202	74.6	-4.9	85	D

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

**Metric is based on 3-year combined average

District comments/recommendations:

The school's percentage of regular attenders falls just shy of the Level 3 benchmark of 71%. This is a continued focus in the 2025-26 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 continue to use individual data to determine the scope of non-regular attenders to determine where intervention is appropriate.

--

(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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
We will increase leader achievement and growth in literacy by 5% compared to the percentage of school achievement and growth on the NWEA Spring assessment during SY23-24.	We did not achieve our goal of increased student growth and achievement by 5%.	During the second and third trimesters, the school experienced substantial staff turnover, resulting in spring term classrooms being primarily staffed by substitutes who did not receive full onboarding or implementation training. Additionally, the absence of key personnel responsible for assessment administration likely affected consistency and fidelity of testing conditions. Following this period, we observed a significant, building-wide decline in assessment outcomes. This decline represents a statistical outlier when compared to historical trend data and does not align with prior performance trajectories.

Measure 8b

In school year 2024-25 did the school implement the academic recommendations from the district in the 2023-24 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 in the 2023-24 Performance Report.	Recommended, strategy implemented	We are focusing on instructional strategies that can be facilitated across both literacy and math curriculum.

Measure 8c

Based on the 2024-25 school year data presented in this report, will the school add any academic goals to its 2025-26 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 6.93, 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 154.09 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 88%, does not meet 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 negative at -5.94%, and most recent year total margin is negative at -6.73%; falls far below 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 0.09, 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 -\$1,118,564 and one-year cash flow is -\$977,461; 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 2025-26 school year.

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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Run a Learning Academy-based community fundraiser encompassing staff, students and families.	Yes	The Heart & Sole run took place on October 4, 2024 where our students, staff and families all had the opportunity to participate together.

Measure 11b

In school year 2024-25, did the school implement the financial recommendations from the district in the 2023-24 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 2023-24 annual performance report.	N/A	N/A

Measure 11c

Based on the 2024-25 school year data presented in this report, will the school add any financial goals to its 2025-26 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: • 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.

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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
100% of Staff receive onboarding for Standards of Professional Practice (SOPP) aligned to roles/functions by June 2025.	100% of staff received onboarding for Standards of Professional Practice (SOPP) by March of 2025.	The training for SOPP was delivered by Supervisors during their monthly meetings and followed up by Team Leads during job-alikes PD support structures. This extended onboarding plan allowed for all staff to be captured.

Measure 17b

In school year 2024-25, did the school implement the organizational recommendations from the district in the 2023-24 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 2023-24 annual performance report, all organizational measures were met.	N/A	N/A

Measure 17c

Based on the 2024-25 school year data presented in this report, will the school add any organizational goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Targeted Professional Development - literacy	We are intentionally focusing professional development on literacy, as it is the foundation for all learning. The instructional facilitation is designed to parallel math program implementation, ensuring that practices and learning from literacy transfer cohesively to math instruction.	Teachers are receiving PD focused on instructional planning and delivery. They are explicitly learning how to unpack module goals and learning targets and how students will be assessed. Instructional delivery training emphasizes effective facilitation of whole and small group instruction to meet the needs of students performing below, at, and above grade level. During whole group instruction, teachers learn scaffolding techniques that ensure students who are below grade level can access	Progress of instructional planning and delivery is being monitored by peer leadership team, admin instructional rounds, and school admin observations.	Professional Trainer from EL Curriculum, Instructional Coach, Mentor Management Team EL Instructional Rubrics Danielson Evaluation Framework EL Curriculum Materials

		grade-level content, while maintaining all learners within their zone of productive struggle. In addition, teachers are building capacity to facilitate targeted small-group instruction through rotation stations, ensuring appropriate intervention and skill-focused support.		

KairosPDX Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

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

		202 4-2 5	202 3-2 4	20 22 -2 3
	ACADEMIC			
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ENGLISH LANGUAGE ARTS as compared to district	F/M	F/M	F/M
1d	Student achievement in MATH as compared to district	F /M	F /M	D /M
1e	Special populations achievement in ELA as compared to district	F/ F / D	D/ F/ D	D
1f	Special populations achievement in MATH as compared to district	F/ F / D	M/ F/ F	M
2a	Annual academic growth in ELA as compared to State Target	D	E	E
2b	Annual academic growth in MATH as compared to State Target	F	M	E
3a	Special populations growth in ELA as compared to State Target	M	M	M
3b	Special populations growth in MATH as compared to State Target	M	M	M
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 91.6% of KairosPDX’s population are Historically Underserved students, 71% are Black/African American or Latinx students. While the school’s total average assessment data falls below the District’s average achievement levels, the school compares positively to the District’s results for Black/African American students, who represent the majority of students tested at KairosPDX and who are the focus of the charter’s mission (see additional tables for measure 1c, 1d, and mixed results for special populations data on measures 1e and 1f). 5 - The “regular attenders” measure falls just shy of the State Level 3 indicator for the District and statewide. While this is a statewide focus, there are no school-specific recommendations.			

		202 4-2 5	202 3-2 4	20 22 -2 3
	FINANCIALS			
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	D	M	M
9d	Default	M	M	M
10a	Total margin	F	D	D
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	F	F
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. Cash flow measures bear watching in 2025-26, though there is not a current concern.			
		202 4-2 5	202 3-2 4	20 22 -2 3
	ORGANIZATIONAL			
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 2024-25.			

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Portland Public Schools
Annual Performance Framework and Report

Le Monde French Immersion
Charter School
2024-25 School Year

Submitted by:

Sunita Sandoz
Program Director, Charter Schools



Introduction

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

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

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

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

Sunita Sandoz
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.

The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2022-23, 2023-24, and 2024-25). 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	84.0	131	58.2	+25.8	72	E
% participation	99.2		97.0		94.5	
Gr 3 %	83.7	49	55.7			
Gr 4 %	78.6	42	58.9			
Gr 5 %	90.0	40	59.8			
All Students 6-8						
% meets/exceeds	89.2	102	57.3	+31.9	72	E
% participation	99.2		95.0		94.5	
Gr 6 %	81.1	37	54.0			
Gr 7 %	96.8	31	57.0			
Gr 8 %	91.2	34	53.0			

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

District comments/recommendations:

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

School comments:

Measure 1d

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

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

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

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

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

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	87.0	131	53.7	+33.3	72	E
% participation	100.0		96.3		94.5	
Gr 3 %	89.8	49	56.0			
Gr 4 %	81.0	42	56.2			
Gr 5 %	90.0	40	49.0			
All Students 6-8						
% meets/exceeds	83.3	102	47.8	+35.5	72	E
% participation	100.0		94.2		94.5	
Gr 6 %	86.5	37	46.9			
Gr 7 %	87.1	31	50.6			
Gr 8 %	76.5	34	46.0			

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

District Comments/Recommendations:

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

School comments:

Measure 1e

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

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

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

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

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

Data:

ELA	School	N	District	% +/-	MIP*	Rating
All Students 3-5	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	--	--	51.2	--	72	--
English Learners						
% meets/exceeds	--	--	27.3	--	67	--
Students with Disabilities						
% meets/exceeds	60.9	23	36.9	+24	67	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	71.4	7	28.9	+42.5	69	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	51.8	--	72	--
English Learners						
% meets/exceeds	--	--	22.2	--	67	--
Students with Disabilities						
% meets/exceeds	77.8	9	26.7	+51.1	67	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	62.5	8	27.9	+34.6	69	E

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

**Metric is based on 3-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District ELA achievement averages where there is a large enough population to report. The school met or exceeded the Oregon Report Card

Level 4 target of 62-79.9 for Students with Disabilities in grades 3-8, and met or exceeded the Level 3 target of 43-61.9 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	(OR Report Card)					
% meets/exceeds	--	--	46.5	--	69	--
English Learners						
% meets/exceeds	--	--	26.9	--	66	--
Students with Disabilities						
% meets/exceeds	69.6	23	35.9	+33.7	66	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	100.0	7	24.7	+75.3	68	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	41.3	--	69	--
English Learners						
% meets/exceeds	--	--	17.1	--	66	--
Students with Disabilities						
% meets/exceeds	55.6	9	20.8	+34.8	66	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	62.5	8	17.8	+44.7	68	E

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

**Metric is based on 3-year combined average

---Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District Math achievement averages where there is a large enough population to report. The school met or exceeded the Oregon Report Card Level 4 for Students with Disabilities and Historically Underserved by Race/Ethnicities in grades 3-5 and 6-8.

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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

- ✓ Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	6	234				M
PPS Grade 3-5			1	+5		
PPS Grade 6-8			1	+5		

*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 had an Average Gap Score Change of 6. This meets ODE Level 3.

School comments:

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F= Falls far below standard:

Average gap score change of less than -17

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	5	234				M
PPS Grade 3-5			6	-1		
PPS Grade 6-8			12	-7		

*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 had an Average Gap Score Change of 5. This meets ODE Level 3.

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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	--	--	-1	--		--
English Learners	--	--	10			--
Students with Disabilities	--	--	3	--		--
Historically Underserved Races/Ethnicities	--	--	0	--		--
All Students 6-8			6-8			
Economically Disadvantaged			1	--		
English Learners			1	--		
Students with Disabilities			1	--		
Historically Underserved Races/Ethnicities			0	--		

*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 2024-25 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 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	--	--	7	--		--
English Learners	--	--	16	--		--
Students with Disabilities	--	--	7	--		--
Historically Underserved Races/Ethnicities	--	--	6	--		--
All Students 6-8			6-8			
Economically Disadvantaged			14	--		
English Learners			10	--		--
Students with Disabilities			8	--		
Historically Underserved Races/Ethnicities			7	--		

*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 2024-25 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	1 st 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

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						
%	78.3	272	70.4	+2.6	85	M
All Students 6-8						
%	**		64.5		83	

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

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

District comments/recommendations:

The school's percentage of Regular Attenders met the Level 3 indicator of 71-91.9%.

School comments:

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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Increase by 5% the percentage of students meeting state grade level expectations on the OSAS Math assessment in the 24/25 academic year, as reported on the state school report card.	Yes.	The school increased its math results by 10% as reported on the state school report card. It did so by increasing math supports for struggling learners through targeted small group and one-to-one support.

Measure 8b

In school year 2024-25, did the school implement the academic recommendations from the district in the 2023-24 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 2023-24 Performance Report.		

Measure 8c

Based on the 2024-25 school year data presented in this report, will the school add any academic goals to its 2025-26 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 2.25, 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 115.07 unrestricted days' cash.
School comments:

Measure 9c

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

Meets standard:

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

Does not meet standard:

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

Falls far below standard:

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

District comments/recommendations:

Enrollment variance is 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:

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: X 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: While aggregated 3-yr total margin is positive at 0.10%, and most recent year total margin is -2.59%. Does not meet standard but is not of concern to the District.
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: X 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 .97 which is just shy of meeting standard. This is not a concern for the District.
School comments:

Measure 10c

Cash flow:

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

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

Meets standard:

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

Does not meet standard:

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

Falls far below standard:

Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is \$867,264; 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:

- X Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is .72, does not meet standard but is not a concern for the District as the school carries no debt and has a healthy cash balance.

School comments:

11. School goals and recommendations (financial)

Measure 11a

Did the school meet the financial goals it set forth in its 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Print out and have ED sign journal entries on a monthly basis during the fiscal year.	No.	Bookkeeper was at times delayed in providing the J/Es on a monthly basis. The staff continues to work on this goal. There have been no financial anomalies noted by staff or on audit.

Measure 11b

In school year 2024-25, did the school implement the financial recommendations from the district in the 2023-24 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No recommendations were made in the 2023-24 Performance Report.		

Measure 11c

Based on the 2024-25 school year data presented in this report, will the school add any financial goals to its 2025-26 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 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.

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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Locate a vendor able to provide a nutritionally complete sack lunch to students at a cost of \$6 or less to commence service this year. Vendor must be able to deliver sack lunches in a cooler and have an independent billing platform it administers.	No.	One provider was located but it went out of business. Thus far only one additional vendor has been located who can provide a sack lunch at that cost, and that vendor does not have an independent billing platform that it administers. The school continues its active search for an alternate provider.

Measure 17b

In school year 2024-25, did the school implement the organizational recommendations from the district in the 2023-24 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 2023-24 report.		

Measure 17c

Based on the 2024-25 school year data presented in this report, will the school add any organizational goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

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

Le Monde Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

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

		2 0 2 4- 2 5	20 23 -2 4	2 0 2 - 2 3
	ACADEMIC			
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	E	E	E
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**	M	E	E
2b	Annual academic growth in MATH as compared to district Grades 3-8**	M	D	M
3a	Special populations growth in ELA as compared to district Grades 3-8**	*	*	*
3b	Special populations growth in MATH as compared to district Grades 3-8**	*	*	*
5	Students who are Regular Attenders as compared to Level 3 indicator	M	D	D
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 2024-25.			
		2 0 2 4- 2 5	20 23 -2 4	2 0 2 - 2 3
	FINANCIALS			
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10 a	Total margin	D	M	D
10 b	Debt to asset ratio	D	M	M

10 c	Cash flow	M	M	F
10 d	Debt service coverage ratio	D	M	M
	FINANCIAL COMMENTS: 10a,b,d were not met. The school carries no debt and has a healthy cash balance. The District has no financial areas of concern at this time.			
		2 0 2 4- 2 5	20 23 -2 4	2 0 2 - 2 3
	ORGANIZATIONAL			
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 2024-25.			

Portland Public Schools
Annual Performance Framework and Report

Portland Arthur Academy
Charter School
2024-25 School Year

Submitted by:

Sunita Sandoz
Program Director, Charter Schools



Introduction

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

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

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

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

Sunita Sandoz
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.

The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2022-23, 2023-24 and 2024-25). 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	69.4	72	58.2	+11.2	74	E
% participation	98.6		97.0		93.5	
Gr 3 %	76.9		55.7			
Gr 4 %	60.0		58.9			
Gr 5 %	71.4		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 62-79.9%.

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	54.2	72	53.7	+ .5	72	M
% participation	98.6		96.3		93.2	
Gr 3 %	69.2		56.0			
Gr 4 %	44.0		56.2			
Gr 5 %	47.6		49.0			

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

District Comments/Recommendations:

The school met the average District performance in Math and made progress toward improvement over their 23-24 scores.

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						
Economically Disadvantaged						
% meets/exceeds	69.4	72	51.2	+18.2	72	E
English Learners						
% meets/exceeds	60.0	20	27.3	+32.7	67	E
Students with Disabilities						
% meets/exceeds	62.5	8	36.9	+25.6	67	E
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	57.1	14	28.9	+28.2	70	E

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

**Metric is based on 3-year combined average

District Comments/Recommendations:

The school 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 and State Level 4 target for English Learners.

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	54.2	72	46.5	+7.7	69	M
English Learners						
% meets/exceeds	70.0	20	26.9	+43.1	66	E
Students with Disabilities						
% meets/exceeds	50.0	8	35.9	+14.1	66	E
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	28.6	14	24.7	+3.9	67	M

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

**Metric is based on 3-year combined average

District Comments/Recommendations:

The school meets or exceeds District performance by student group where student population is large enough to report. The school performance falls within the Oregon Report Card Level 2 State Goal of 8%-31.9% for Students experiencing poverty and Historically underserved students by race, and the school performance falls within the Oregon Report Card Level 3 State Goal of 32%-55.9% for Students with Disabilities and Oregon Report Card Level 5 State Goal of 56%-79.9% for English Learners.

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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	-7	138	1	-6		D

*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 2 target Average Gap Score Change of -19 or higher in ELA which does not meet the standard. This is not a concern for the District.

School comments: While we did not meet expectations in this area, we remain confident in our program and instruction and believe students made strong academic growth.

Since we have a smaller sample size of students taking the assessment, average gap scores tend to fluctuate much more, since the performance of just a few students can significantly impact year-to-year ratings.

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Gap Score Change	25	138	6	+19		<i>E</i>

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

District comments/recommendations:

Portland Arthur Academy students in grades 3-5 met the academic ODE Level 5 target Average Gap Score Change of 18 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 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	-9		-1	-8		D
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	-17	--	0	-17		D

*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 meet the standard for annual gap score change for Economically disadvantaged students and Historically underserved by race/ethnicity. This is not a concern for the District. All other subgroup were too small to measure.

School comments: PAA will continue to monitor this area and identify additional opportunities to support students and families. The instructions listed below are provided to ensure all students have the greatest opportunity to succeed.

Since we have a smaller sample size of students taking the assessment, average gap scores tend to fluctuate much more, since the performance of just a few students can significantly impact year-to-year ratings.

Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2024-25 this is measured by Average Gap Score Change)

E=Exceeds standard:

Average gap score change of 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-5					NA	
Economically Disadvantaged	40	35	7	+33		E
English Learners	--	--	--	--		NR
Students with Disabilities	--	--	--	--		NR
Historically Underserved Races/Ethnicities	26	27	6	+20		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

**Metric is based on 2-year combined average

District comments/recommendations:

NR = Not Rated

The School exceeded the standard for annual gap score change for Economically disadvantaged students and Historically underserved by race/ethnicity. All other subgroup were too small to measure.

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, Winter, 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																						
D=Does not meet standard: ☐ School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10 th percentile of performance for the grade level group																						
F=Falls far below standard: ☐ School's percentage of Regular Attenders is below the 10 th percentile of performance for the grade level group																						
Data: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Regular Attenders</th> <th>School</th> <th>N</th> <th>District</th> <th>% +/-</th> <th>MIP*</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>All Students K-5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">%</td> <td>92</td> <td>162</td> <td>74.6</td> <td>+17.4</td> <td>85</td> <td style="color: green; font-weight: bold;">M</td> </tr> </tbody> </table> *MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan		Regular Attenders	School	N	District	% +/-	MIP*	Rating	All Students K-5							%	92	162	74.6	+17.4	85	M
Regular Attenders	School	N	District	% +/-	MIP*	Rating																
All Students K-5																						
%	92	162	74.6	+17.4	85	M																

District comments/recommendations:

The school's percentage of regular attenders falls just shy of the Level 5 benchmark of 93%, and exceeds the District's percentage of regular attenders by 17.4%. This was a particular focus for the school in 2024-25. They increased their regular attender rate from the previous year by 11.1%.

School comments:

(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 2024-25 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 percentage of students in 3rd-5th grade who scored a 3 or 4 on OSA Math in the 23/24 school year will increase in the 24/25 school year.	This goal was achieved. We increased from 50% to 54%.	We implemented intervention programs during and after school for students who required additional academic support and clarification of lessons. Alongside these interventions, we collected and reviewed data daily to determine when students were ready to progress to the next lesson. To make learning both fun and engaging, we created an IXL Club, where students could receive additional support while collaborating with staff and peers. We also introduced the Dino Depot, a schoolwide incentive system

		in which students earn “Dino Dollars” for their hard work and positive effort. Once a week, students visit the Dino Depot to purchase items of their choice. To further support student growth, we developed individualized IXL checklists focused on specific skill areas needing improvement. These checklists served as ongoing learning tools that students worked on consistently throughout the school year. During breaks and long weekends, we encouraged continued engagement through IXL Challenges, allowing students to practice their skills while earning additional Dino Dollars.
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Measure 8b

In school year 2024-25, did the school implement the academic recommendations from the district in the 2023-24 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
In the 2023-24 Performance Framework, the District recommended the school continue to focus on learning recovery in math achievement in the 2024-25 school year.	The recommendation was implemented.	We have continued to conduct a thorough analysis to identify opportunities for improvement. We take this recommendation seriously and recognize it as an area in need of continued growth. We are committed to refining

		our instructional approach to build a strong and sustainable mathematical foundation for all students. Over the past four years, we have seen an increase in overall OSA math achievement scores for all students. To further support this progress, we have added additional math support and are piloting a new program, IXL Takeoff, in addition to the systems already in place.

Measure 8c

Based on the 2024-25 school year data presented in this report, will the school add any academic goals to its 2025-26 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 15.44, 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 494.65 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:

95%

School comments:

Measure 9d

Default

Meets standard:

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

Falls far below standard:

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

District comments/recommendations:

Not in default, meets standard

School comments:

10. Sustainability Measures**Measure 10a**

Total Margin: Net income divided by total revenue

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

Meets standard:

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

-OR-

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

Does not meet standard:

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

Falls far below standard:

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

-OR-

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

District comments/recommendations:

School comments:

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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 0.08, 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 \$544,210; one-year cash flow is \$239,360; 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 3.41, meets standard

School comments:

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

Did the school meet the financial goals it set forth in its 2024-25 Performance Plan?

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

Measure 11b

In school year 2024-25, did the school implement the financial recommendations from the district in the 2023-24 annual performance report (if any)?

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

Measure 11c

Based on the 2024-25 school year data presented in this report, will the school add any financial goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

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

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources

Organizational Performance: data elements and sources

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

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

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

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

Organizational Performance

12. Education Program

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 2024-25 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, at least 80% of staff reported a rating of satisfied or highly satisfied according to a spring survey.	We worked closely with staff to ensure they felt heard and supported.

Measure 17b

In school year 2024-25, did the school implement the organizational recommendations from the district in the 2023-24 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district organizational recommendations were made; all organizational measures were met.		

Measure 17c

Based on the 2024-25 school year data presented in this report, will the school add any organizational goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

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

Portland Arthur Academy Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

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

	ACADEMIC	2024-25	2023-24	2022-23
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	M	D	D
1e	Special populations achievement in ELA as compared to district	E/ E	E/M	E/M
1f	Special populations achievement in MATH as compared to district	E/M	E/M	E/M
2a	Annual academic growth in ELA as compared to State Target**	D	M	M
2b	Annual academic growth in MATH as compared to State Target**	E	M	M
3a	Special populations growth in ELA as compared to State Target**	D	NR	NR
3b	Special populations growth in MATH as compared to State Target**	E	NR	NR
5	Students who are "Regular Attenders" as compared to Level 3 indicator	M	D	D
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	ACADEMIC COMMENTS: The school met or exceeded all academic achievement measures aside from not seeing an annual gap score change in ELA scores for their total population or for special populations year over year. Of note, PAA made gains in Math achievement and their "Regular Attenders" rate. Both were areas of targeted improvement for the school. NR = not rated due to small student group size			
	FINANCIALS	2024-25	2023-24	2022-23
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	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: All financial measures have met the standard.			

		2024-25	2023-24	2022-23
	ORGANIZATIONAL			
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 2024-25. Portland Arthur Academy has remained consistent and reliable in both maintaining achievement standards and planning for operational sustainability.			

a

Portland Public Schools
Annual Performance Framework and Report

Portland Village Charter School
2024-25 School Year

Submitted by:

Sunita Sandoz
Program Director, Charter Schools



Introduction

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

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

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

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

Sunita Sandoz
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.

The 3-year Trend Performance Summary chart at the end of this document will report the ratings from the most recent 3 years of available academic performance data (2022-23, 2023-24, and 2024-25). 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:

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	39.8	118	58.2	-18.4	72	D
% participation	84.3		97.0		94.5	
Gr 3 %	40.0	35	55.7			
Gr 4 %	45.2	42	58.9			
Gr 5 %	34.1	41	59.8			
All Students 6-8						
% meets/exceeds	61.2	129	55.0	+6.2	72	M
% participation	94.9		95.0		94.5	
Gr 6 %	57.1	35	54.0			
Gr 7 %	56.3	48	57.0			
Gr 8 %	69.6	46	53.0			

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

District comments/recommendations:

The school did not meet in grades 3-5. This warrants attention even though PVS students' appear to make significant gains by Middle School and the District recommends a plan to address ELA achievement/scores in grades 3-5. The school meets or exceeds average District performance in grades 6, 7, and 8. This is great progress for PVS as they are now meeting this performance measure for All Students 6-8 and overall exceeding the District's scores by 6.2%.

School comments: This year we began piloting a new K-5 ELA scope and sequence. Staff worked over the summer and into this school year to outline thematic Waldorf block progressions that align with phonics-based lessons. PVS has invested in purchasing grade level anchor texts, has allotted time for staff development, and has contracted with Reading Results to support ELA outcomes in grades 3-5. In addition, we have increased our screening assessments for grades K-2 to be able to identify students in need of early literacy interventions.

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	35.3	116	53.7	-18.4	72	D
% participation	82.9		96.3		94.5	
Gr 3 %	41.2	34	56.0			
Gr 4 %	45.2	42	56.2			
Gr 5 %	20.0	40	49.0			
All Students 6-8						
% meets/exceeds	52.4	126	47.8	+4.6	72	M
% participation	92.6		94.2		94.5	
Gr 6 %	34.3	35	46.9			
Gr 7 %	62.2	45	50.6			
Gr 8 %	56.5	46	46.0			

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

District Comments/Recommendations:

The school did not meet the average District performance in grades 3-5. This warrants attention even though PVS students appear to make significant gains by Middle School and the District recommends a plan to address Math achievement/scores in grades 3-5. Grades 6-8 performed above the District with the overall Middle School average outpacing the District by 4.6%.

School comments: Our 6th-8th grade teachers have continued to pilot a Building Thinking Classrooms approach to math learning this year. We plan to have 6th-8th grade staff provide professional development to our K-5 teachers during pre-service in August to boost their math instruction and improve student outcomes in grades 3-5. Math instruction will be a focus area for K-5 teachers in the 2026-2027 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	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	--	--	51.2	--	72	--
English Learners						
% meets/exceeds	--	--	27.3	--	67	--
Students with Disabilities						
% meets/exceeds	24.1	29	36.9	-12.8	67	D
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	21.7	23	28.9	-7.2	69	D
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	51.8	--	72	--
English Learners						
% meets/exceeds	--	--	22.2	--	67	--
Students with Disabilities						
% meets/exceeds	39.1	23	26.7	+12.4	67	E
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	50.0	18	27.9	+22.1	69	E

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

**Metric is based on 3-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

The school's performance with Students of Special Populations in ELA for grades 6-8 is commendable. The school's Special Populations including Economically Disadvantaged and Students of Historically Underserved Races/Ethnicities exceeded the District's average in Middle School grades. However, again we see that students from special populations in grades 3-5 did not meet District averages.

School comments: Identified plans for improvement in general education instructional practices in ELA and math (see Measures 1c and 1d) in grades K-5 are anticipated to yield positive improvements in learning outcomes for all students. Continued partnership with PPS SpEd staff to ensure consistent service delivery to students with disabilities is a focus area for the 2026-2027 school year. This will include a review of our WIN time scheduling and SpEd team schedules, as well as updates to our use of disaggregated data during Tier II meetings to plan and monitor additional interventions and supports at the classroom level.

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	(OR Report Card)					
% meets/exceeds	--	--	46.5	--	69	--
English Learners						
% meets/exceeds	--	--	26.9	--	66	--
Students with Disabilities						
% meets/exceeds	31.0	29	35.9	-4.9	66	D
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	22.7	22	24.7	-2.0	68	D
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	--	--	41.3	--	69	--
English Learners						
% meets/exceeds	--	--	17.1	--	66	--
Students with Disabilities						
% meets/exceeds	36.4	22	20.8	+15.6	66	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	44.4	18	17.8	+26.6	68	E

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

**Metric is based on 3-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

The school's performance with Students of Special Populations in Math for grades 6-8 is commendable. The school's Special Populations including Economically Disadvantaged and Students of Historically Underserved Races/Ethnicities far exceeded the District's average in Middle School grades. However, again we see that students from special populations in grades 3-5 did not meet District averages.

School comments: See comments for Measure 1f.

2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2024-25 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 14 or more

M=Meets standard:

Average gap score change of between 1 and 13

D=Does not meet standard:

Average gap score change of between -20 and 0

F=Falls far below standard:

Average gap score change of less than -20

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
PVS Grade 3-8	-2	247				D
PPS Grade 3-5			1	-3		
PPS Grade 6-8			1	-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 did not meet the standard for average gap score change (ELA) with a score of -2.

School comments: See comments for Measure 1c.

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2024-25 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 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
PVS Grade 3-8	2	278				M
PPS Grade 3-5			6	-4		
PPS Grade 6-8			12	-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

District comments/recommendations:

PVS students in grades 3-8 met the Math academic ODE Level 3 target Average Gap Score Change of 0 or higher with a score of 2.

School comments:

3. Student Group Growth

Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (For 2024-25 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 14 or more

M=Meets standard:

Average gap score change of between 1 and 13

D=Does not meet standard:

Average gap score change of between -20 and 0

F=Falls far below standard:

Average gap score change of less than -20

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	14	--	-1	+15		E
English Learners	--	--	10			--
Students with Disabilities	-10	--	3	-13		D
Historically Underserved Races/Ethnicities	-12	--	0	-12		D
All Students 6-8			6-8			
Economically Disadvantaged			1	--		
English Learners			1	--		
Students with Disabilities			1	--		
Historically Underserved Races/Ethnicities			0	--		

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

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

District comments/recommendations:

PVS' Economically Disadvantaged Students met the state Level 5 standard for growth in ELA of 14 or higher. Students with Disabilities and Historically Underserved Races/Ethnicities in grades 3-8 met the academic ODE Level 2 target Average Gap Score Change of -20 - 0. The school did not have the minimum n-size to receive a rating of other student populations.

School comments:

Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations**? (For 2024-25 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 18 or more

M=Meets standard:

Average gap score change of between 0 and 17

D=Does not meet standard:

Average gap score change of between -17 and 0

F=Falls far below standard:

Average gap score change of less than -17

Data:

MATH Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	28	--	7	+21		E
English Learners	--	--	16	--		--
Students with Disabilities	7	--	7	0		M
Historically Underserved Races/Ethnicities	-10	--	6	-16		D
All Students 6-8			6-8			
Economically Disadvantaged			14	--		
English Learners			10	--		--
Students with Disabilities			8	--		
Historically Underserved Races/Ethnicities			7	--		

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

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

District comments/recommendations:

PVS' Economically Disadvantaged and Students with Disabilities met the state Level 5 standard for growth in Math of 18 or higher. Students with Disabilities met the average gap score standard with a score of 0 or higher and Students of Historically Underserved Races/Ethnicities in grades 3-8 did not meet the target for average gap score change in Math.

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?
MAP Growth assessments 3x per year Fall, Winter and Spring	Grades 1-8	MAP Growth looks at reading and math fluency and comprehension	NWEA MAP portal.
Bridges math and teacher made formative and summative math assessments Illustrative Math and teacher made formative and summative math assessments	Bridges K-5 Illustrative Math 6-8	These assessments measure math comprehension and computational fluency	These are shared and discussed in parallel teacher teams.
Acadience Reading Assessments	Grades K-2	Measure reading fluency, accuracy, and comprehension	These are documented in a shared spreadsheet.
Scored Writing: informative writing assessments using ODE rubric 2x a year Fall and Spring	Grades 1-8	Measure informative writing skills	
Scored Writing: Teacher created writing samples in Main Lesson Book	Grades 1-8	Measure informative, narrative and persuasive writing skills	These are shared and discussed in parallel teacher teams.
District comments/recommendations:			

5. Student Attendance

Measure 5

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

E=Exceeds standard:

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

M=Meets standard:

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

D=Does not meet standard:

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 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						
%	63.2	253	70.4	-7.2	85	D
All Students 6-8						
%	**		64.5		83	

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

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

District comments/recommendations:

The school's percentage of Regular Attenders did not meet the Level 3 indicator of 71% but falls within the Level 2 indicator of between 57-70.9%. This continues to be a statewide focus and a focus for PVS.

School comments: PVS school administration and staff are collaborating to increase interventions at a schoolwide and classwide by increasing parent education and resources around attendance, providing staffwide professional development targeted at improving attendance, and implementing attendance interventions for students below the level 3 indicator.

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 2024-25 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.
Portland Village School will make progress towards closing the gap in growth in Math as measured by 2025 SBAC with at least 4/6 grades meeting or exceeding the district average. Our students will increase their achievement overall, with a focus on the concepts and procedures claims and the communicating reasoning claims. These claims in aggregate of 3-8th grades were a total of 19 percentage points below PPS.	No. 2/6 grades met or exceeded the district average in Math SBAC scores.	Our 5th and 6th grade cohorts were staffed by long term subs for most of the school year due to unexpected absences and leaves. We made new hires in the Spring and shifted long time and experienced personnel to make sure we were able to consistently staff these grade levels in 2025-2026. We also hired new staff in 3rd grade and 4th grade. We have provided ongoing professional development and mentoring to all new staff this school year to improve instructional practices in ELA and math.

Measure 8b

In school year 2024-25, did the school implement the academic recommendations from the district in the 2023-24 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.

While no specific recommendations from the District were made in the 2023-24 Performance Report because “progress towards improvement” was noted in both ELA and Math achievement, it is important to note that a continued focus on achievement in grades 3-5 warrants targeted support and plans in both ELA and Math.		In addition to the information provided in the response to Measure 8a, we have also: *Continued contracting with Reading Results for high dose tutoring services in grades 1-4. *Retained our Early Literacy Specialist to provide one on one and small group interventions to grades 1-4. *Piloted a new ELA curriculum map that aligns Waldorf block progressions, phonics based lessons, and the utilization of grade level anchor texts in grades K-5. *Adjusted our Tier 2 meeting process with a focus on planning small group differentiated interventions at the classroom level.

Measure 8c

Based on the 2024-25 school year data presented in this report, will the school add any academic goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

District recommends continued focus on ELA and Math achievement for students in grades 3-5.				
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 4.5, 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 114.34 unrestricted days 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:

X 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 92%, falls shy of standard. Not a concern for the District as PVS has increased their enrollment in 2025-26.

School comments: We have continued to increase enrollment, and met our enrollment cap of 444 students in January of 2026. We are actively building a wait list for spots as they become available in the future.

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: X 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 8.46%, total margin is -7.65%, does not meet standard.
School comments: Largest factors contributing to net deficit include interest expense related to new facility, and actuarial adjustment to pension expense. The school has increased enrollment and fundraising in 2025-26 and are continuing to explore rental income opportunities . We expect to see finances level off in the coming years.

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 .02, 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:

X Multi-year cumulative cash flow is negative

District comments/recommendations: Multi-year cash flow is (\$472,591); one-year cash flow is (\$219,523); Falls far below standard. This is to be expected as PVS purchased a building. 2024-25 was the first year in the new building. The school has increased enrollment and fundraising in 2025-26. We expect to see finances level off in the coming years.

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:

X Debt service coverage ratio is less than 1.1

District comments/recommendations: Debt service coverage ratio is (0.26), does not meet standard. Again, due to the purchase of a new building, this is somewhat expected. The District expects this will level off in the future.

School comments:

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

Did the school meet the financial goals it set forth in its 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
By the end of June 2025 PVS will have developed a rental plan for the rentable portion of the 4th floor that is considered approved for “bad debt” use, and have entered into an agreement to lease a portion of the building to offset increased expenses.	No. The rentable portion of the 4th floor has remained vacant.	PVS has continued to explore creative options for renting out this space. Logistical complications around parking, building access, and safety measures have limited our potential pool of renters. We have continued consulting with a realtor to identify possible rental engagements. It is a priority of our PVS School Board over the coming years to secure this as a source of income to offset building expenses.

Measure 11b

In school year 2024-25, did the school implement the financial recommendations from the district in the 2023-24 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 2023-24 Performance Report, there were no financial concerns.	N/A	N/A

Measure 11c

Based on the 2024-25 school year data presented in this report, will the school add any financial goals to its 2025-26 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 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 meets 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.

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. The PVS Board continues to work with Oregon School Boards Association for board training and assistance as needed.

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 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:

Measure 14b

Is the school meeting teacher and other staff credentialing requirements?

Meets standard:

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

Does not meet standard:

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

District comments/recommendations:

The school materially complies with this standard for 2023-24 as evidenced through required staff reporting deliverables to the district.

School comments:

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 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:

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 2024-25 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
By June 2025 all full time teaching staff members will be in a committee and participate in committee work on a monthly basis	Goal met.	Teachers identified school priorities for committee work and engaged in monthly committee meetings.

Measure 17b

In school year 2024-25, did the school implement the organizational recommendations from the district in the 2023-24 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
The District made no organizational recommendations in 2023-24.	N/A	N/A

Measure 17c

Based on the 2024-25 school year data presented in this report, will the school add any organizational goals to its 2025-26 Performance Plan? (Copy and paste as needed for additional goals.)

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

Portland Village Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

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

		2024 -25	2023 -24	2022 -23
	ACADEMIC			
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M	M	M
1c	Student achievement in ELA as compared to district			
	Grades 3-5	D	D	D
	Grades 6-8	M	M	D
1d	Student achievement in MATH as compared to district			
	Grades 3-5	D	D	D
	Grades 6-8	M	M	D
1e	Special populations achievement in ELA as compared to district			
	Grades 3-5	D/D	E/F/E	E/D/F
	Grades 6-8	E/E	E/E/E	E/M/F
1f	Special populations achievement in MATH as compared to district			
	Grades 3-5	D/D	E/D/E	E/D/F
	Grades 6-8	E/E	E/E/E	E/D/D
2a	Annual academic growth in ELA as compared to State Target	D	M	M
2b	Annual academic growth in MATH as compared to State Target	M	M	M
3a	Special populations growth in ELA as compared to State Target	E/D/D	M/M/E	M/M/D
3b	Special populations growth in MATH as compared to State Target	E/M/ D	M/D/E	M/D/D
5	Regular Attenders as compared to State Target Level 3 indicator			
	Grades K-5	D	D	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 but did meet in grades 6-8. 1e,f – Achievement in both ELA and Math for students of Special Populations shows progress toward improvement over 2023-24 scores and averages exceeding the District in almost all categories. 3a,b - Academic growth in both ELA and Math for students of Special Populations shows mixed results.			

		2024 -25	2023 -24	2022 -23
	FINANCIALS			
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	D	M	M
9d	Default	M	M	M
10a	Total Margin/Aggregated Margin	D	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	F	D	M
10d	Debt service coverage ratio	D	M	M
	FINANCIAL COMMENTS: While some financial targets were not met in 2024-25, the District expected this as PVS purchased a new school building. The District expects finances to level out in the coming years. During the 2025-26 school year, PVS has increased enrollment and has also made adjustments to their budget to better reflect current expenses. The PVS Board should continue to monitor budget and cash flow regularly.			
	ORGANIZATIONAL			
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 2024-25.			



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Interim Assessment Selection Update

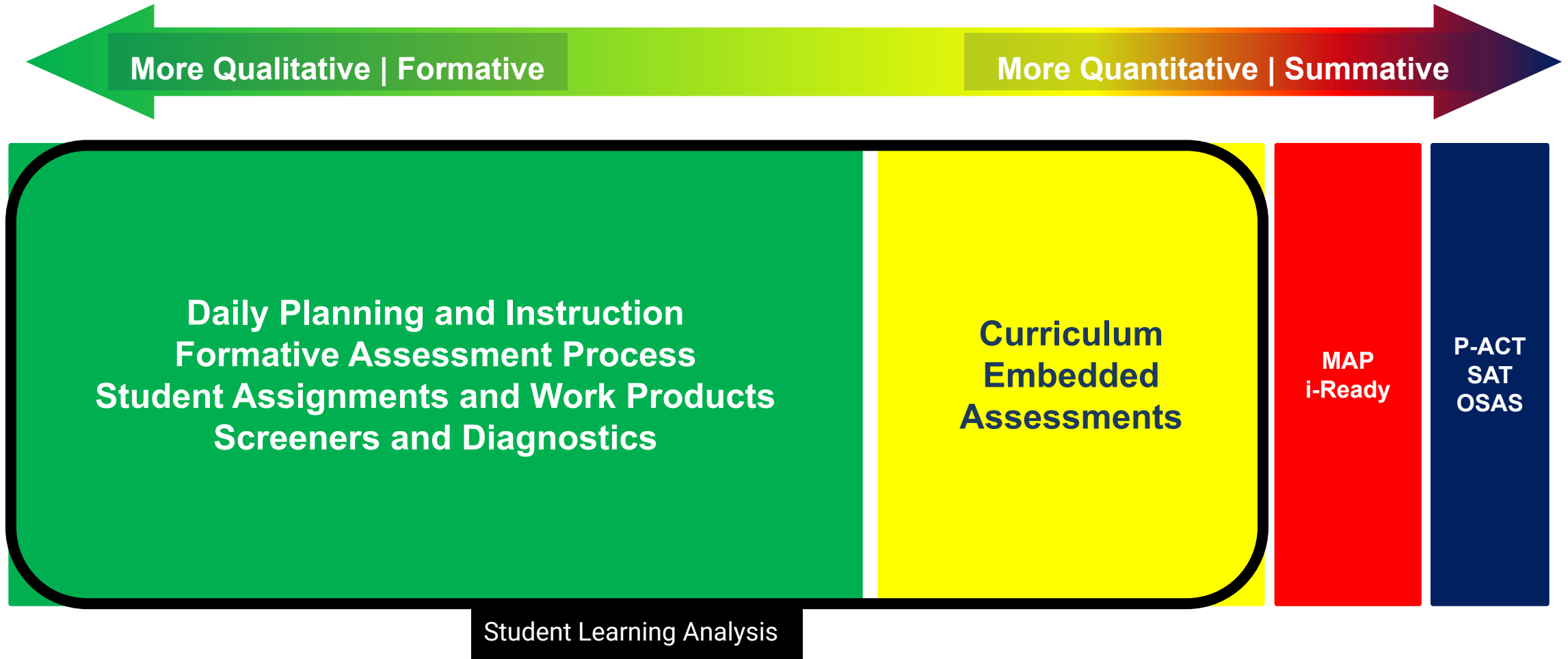
TLE Committee Meeting
May 2026

Learning Target and Success Criteria

I am learning about the ODE requirement for all Oregon districts to select and report on student progress using an approved interim assessment.

I can articulate the stakeholder engagement process and the rationale behind the PPS interim assessment choice.

PPS Balanced Assessment System PK-12



2025 Education Accountability Act

What: Law requiring all Oregon districts to annually assess students using an approved assessment

Who: Students in Grades K-8

Which Content Areas: Reading and Mathematics

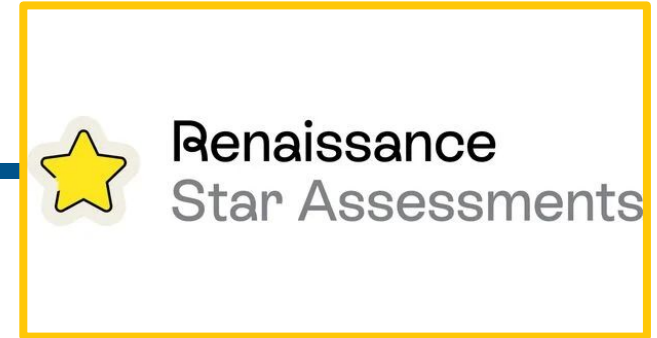
How Often: Three times per year

When: Beginning in Fall 2026*

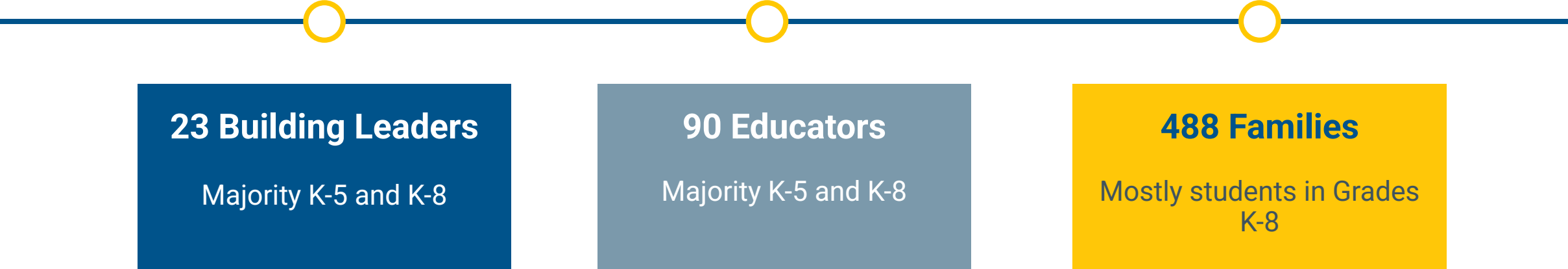


**Note: Districts were required to inform ODE of their decision by April 30, 2026.*

ODE Approved Interim Assessments



Stakeholder Engagement



23 Building Leaders

Majority K-5 and K-8

90 Educators

Majority K-5 and K-8

488 Families

Mostly students in Grades
K-8

Assessment Comparisons

Category	MAP Growth	i-Ready	Cambium Assessments	Renaissance Star
Grades K-8	Yes	Yes	No	Yes
In Use in PPS	Yes	Yes	No	No
Computer Adaptive	Yes	Yes	No	Yes
Growth Scores	Yes	Yes	No	Yes
Achievement Scores	Yes	Yes	Yes	Yes
Teacher Workload	Remains the same	Remains the same	Increases	Remains the same
Required Dyslexia Screener	Not Included	Included	Not Included	Not Included
Future Cost vs. Current Cost	Increased	Decreased	Decreased*	Decreased

**Note: While the Cambium assessments are free to Oregon, they do not cover grades K-2 and, therefore, require a financial investment in an additional assessment in order to meet the ODE requirement.*

PPS Interim Assessment Choice

i-Ready meets all PPS preferred feature categories (see previous slide) and aligns with the following stakeholder feedback:

- Have a **single assessment across all grades** (K-8) **and subjects** (reading and mathematics).
- Have a system with **robust reporting** features that **includes both achievement and growth**.
- Keep the **primary focus on the usefulness of the assessment results** to inform instruction and individual student learning.





i-Ready Components

i-Ready Classroom Mathematics Curriculum

Text and print-based mathematics resources and materials

Used Daily

My Path

Individualized student learning provided through the digital platform

Recommended use: 15-20 minutes twice a week, as needed

i-Ready Assessments

ODE-approved interim student assessment in Math and ELA

Required: 3 times per year, 30-60 minutes per content area, depending on grade

Q&A





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Interim Assessment Tool Selection Update

Background and Policy Context

In 2025 Oregon lawmakers passed Senate Bill 141 (2025), also known as the 2025 Education Accountability Act. This bill includes the requirement that all Oregon school districts implement interim assessments in reading and mathematics for students in grades K-8 beginning the fall of 2026. The State Board of Education approved four assessments that districts can choose from: i-Ready Inform (also known as i-Ready Diagnostic), NWEA MAP Growth, Renaissance Star, and Cambium Smarter Balanced Interim Assessments. The bill requires districts to select one or more assessments from this list to meet the requirement (districts can choose a single assessment or multiple assessments as long as all students K-8 are provided interim assessments three times each year for reading and mathematics). Districts must report assessment results to their school boards after each window as well as reporting to the Oregon Department of Education (ODE).

Community Engagement Process and Outcomes

The PPS Research, Assessment, and Accountability department collected feedback from teachers, school administrators and families to help determine what interim assessment PPS will use beginning in the 2026-2027 school year. Highlights from feedback comments included recommendations to:

- have the same assessment in all grades (K-8) and across both subjects, reading and mathematics;
- retain i-Ready, as the reporting is robust and includes both achievement scores and growth scores;
- keep the primary focus on usefulness of results to inform classroom instruction and individual student learning.

To read more about feedback received, you can view the full community engagement report [here](#).

Interim Assessment Selection

Based on community input and district expertise, PPS is planning to use the Curriculum Associates i-Ready Inform as our K-8 interim assessment tool for both mathematics and reading starting in the 2026-2027 school year. i-Ready was selected because it can be used in all grades K-8, is computer adaptive, provides growth and achievement scores, provides a dyslexia screener, and does not increase teacher workload. Additionally, it is in alignment with the currently adopted K-5 math curriculum and its continued use will ensure continuity of the assessment results. Finally, the selection of i-Ready honors



the majority of the feedback received and will provide assessment and platform continuity for all students in grades K-8. The selection of i-Ready will keep the primary focus of interim assessments on the usefulness of the assessment results to inform instruction and individual student learning.

In addition, the i-Ready Inform assessment suite offers teacher-administered 1:1 literacy tasks for our youngest learners to provide valuable insights directly to educators on early literacy development and dyslexia risk. These are short 1 minute probes and can also serve as progress monitoring tools across the K-6 spectrum when a student is in need of intensive intervention. This tool will replace our current MAP Fluency screener at no additional cost.

It is worth noting that these interim assessments are part of our broader assessment system, and will not replace curriculum embedded assessments. A full assessment calendar with training and support will be made available before the start of the 2026-2027 School year.

Next Steps and Implications for Our Work

We will be working with Curriculum Associates on preparing a contract that will go before the PPS Board of Education for approval. Because of our current math adoption, many PPS educators are already familiar with the assessment, but educators not yet familiar with i-Ready will receive professional development on how to use the assessment and results. Schools will begin using i-Ready in grades K-8 three times a year (fall, winter and spring) at the start of the 2026-2027 school year.

While details about reporting are still being worked out, results will be available to parents, teachers, school administrators, and the Board of Education. Results will be formally reported three times a year after each testing window, and, more importantly, available for classroom use on an ongoing basis.

Why not the Cambium Smarter Balanced Interim Assessments?

After a thorough evaluation of Cambium Smarter Balanced Interim Assessments and a review of educator feedback, it became evident that the platform's requirement for some manual scoring would place an undue administrative burden on our staff. Furthermore, Cambium only addresses requirements for grades 3–8, necessitating a separate, disjointed solution for K–2. Consequently, the district has selected i-Ready. This transition offers the most cost-neutral path forward while ensuring a cohesive K–8 experience that aligns with our current curriculum and leverages our educators' existing expertise.



Chart with Comparisons

Category	MAP Growth	i-Ready	Cambium Assessments	Renaissance Star
Grades K-8	Yes	Yes	No	Yes
In Use in PPS	Yes	Yes	No	No
Computer Adaptive	Yes	Yes	No	Yes
Growth Scores	Yes	Yes	No	Yes
Achievement Scores	Yes	Yes	Yes	Yes
Teacher Workload	Remains the same	Remains the same	Increases	Remains the same
Dyslexia Screener	Not Included	Included	Not Included	Not Included
Cost as related to current contracts	Increased	Decreased	Decreased*	Decreased

*Note: While the Cambium assessments are free to Oregon, they do not cover grades K-2 and, therefore, require a financial investment in an additional assessment in order to meet the ODE requirement.



PORTLAND
Public Schools

6-12 Social Studies Instructional Resources Recommendation

5.14.26



Learning Targets and Success Criteria

I am learning about the 2025-2032 Social Studies instructional resource recommendation process and the subsequent implementation plan for grades 6-12.

I can explain how the recommendations for the adopted curriculum were determined in alignment with ODE guidance and PPS board policy.



AGENDA

- | | |
|---|---------------------------------------|
| 1 | Welcome |
| 2 | Background and Scope |
| 3 | Selection and Implementation Timeline |
| 4 | Recommendation |



PORTLAND

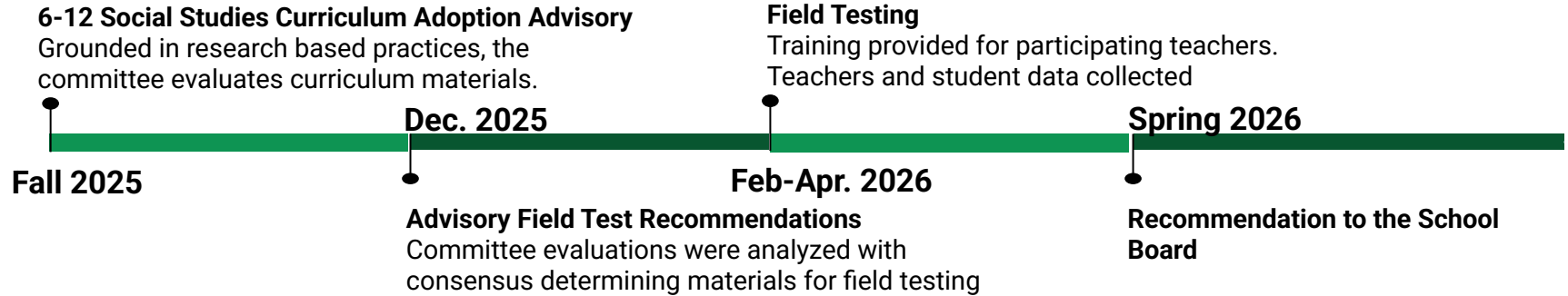
Public Schools

Background & Purpose

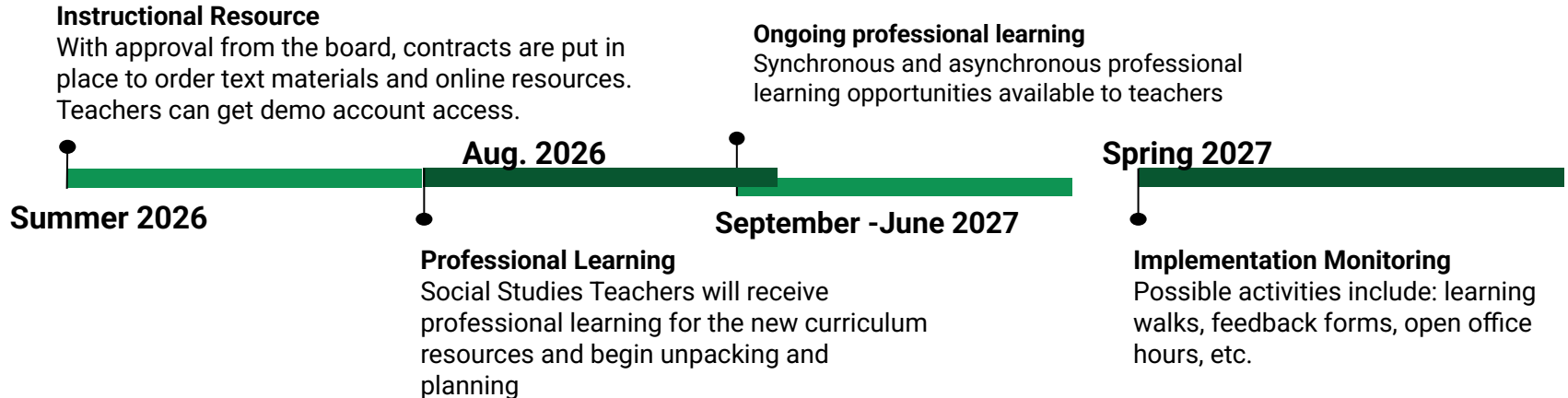
- 1 Oregon requires school districts to adopt high-quality, research-based materials for instruction.
- 2 PPS is complying with state requirements for Social Studies adoption for 2025-2032.
- 3 Process was conducted in [alignment](#) with the [Instructional Materials Selection Board Policy](#).
- 4 Common instructional materials support our commitment to educational equity by ensuring rigorous, engaging, and culturally relevant teaching and learning for every student, in every classroom.



Selection Timeline



Implementation Timeline



Committee and Curriculum Scope

6-8

6th Grade: Western Hemisphere
7th Grade: Eastern Hemisphere
8th Grade: US History

Participating Middle Schools:

Beaumont MS
Jackson MS MS
Kellogg MS
Ockley Green MS
Roseway Heights
West Sylvan MS

9-12

Modern World History, US History,
Government/Economics

Participating High Schools:

Jefferson High School
NAYA
Roosevelt High School
McDaniel High School
Ida B Wells High School
Grant High School
Franklin High School
Cleveland High School
Lincoln High School

Stakeholder Engagement

6-8

Teacher Participation:

- ~20 teachers from across the district
- Educators with expertise in Special Education and DLI were intentionally included
- Teachers engaged in PD led by vendors in advance of field testing

Student Participation:

- 500 students across 6 schools, grades 6-8

Community Engagement:

- A community event was held for families and community members to engage with the materials and speak with vendors.
- Asynchronous access to review resources

9-12

Teacher Participation:

- ~20 across 9 high schools represented including NAYA
- Engaged in PD, field testing, completed process survey and more

Student Participation:

- 438 Students participated
- Student Action Committee meeting
- Community Action Project Class Visit
- Student Work Analyzed

Community Engagement:

- A community event was held for families and community members to engage with the materials and speak with vendors.
- Asynchronous access to review resources

6-8 Recommendation - TCi

Data Highlights:

- 85% favorable student rating
- 55% of teachers in Strong Favor; 45% of Teachers in Favor with Recommendations; 0% Not in Favor
- 80.5% favorable “just right” difficulty rating

Curriculum Highlights:

- **Active Inquiry:** From memorization to activities and investigations.
- **Universal Design:** Features full Spanish language support.
- **Instructional Efficiency:** An intuitive digital interface with teacher resources



9-12 Recommendation - Cengage, TCI

Data Highlights:

- 93% students provided a favorable rating
- 81.8% of MWH students and 71.5% of US History favored Cengage literacy resources
- 100% of teachers favored Cengage asset-based perspective of non-dominant populations.

Curriculum Highlights:

- **National Geographic** - Cengage provides inviting visuals and diverse representation
- **Student Engagement** - TCI offers engaging simulations for Economics courses
- **Scaffolds and Extensions** - Selected materials include robust literacy support





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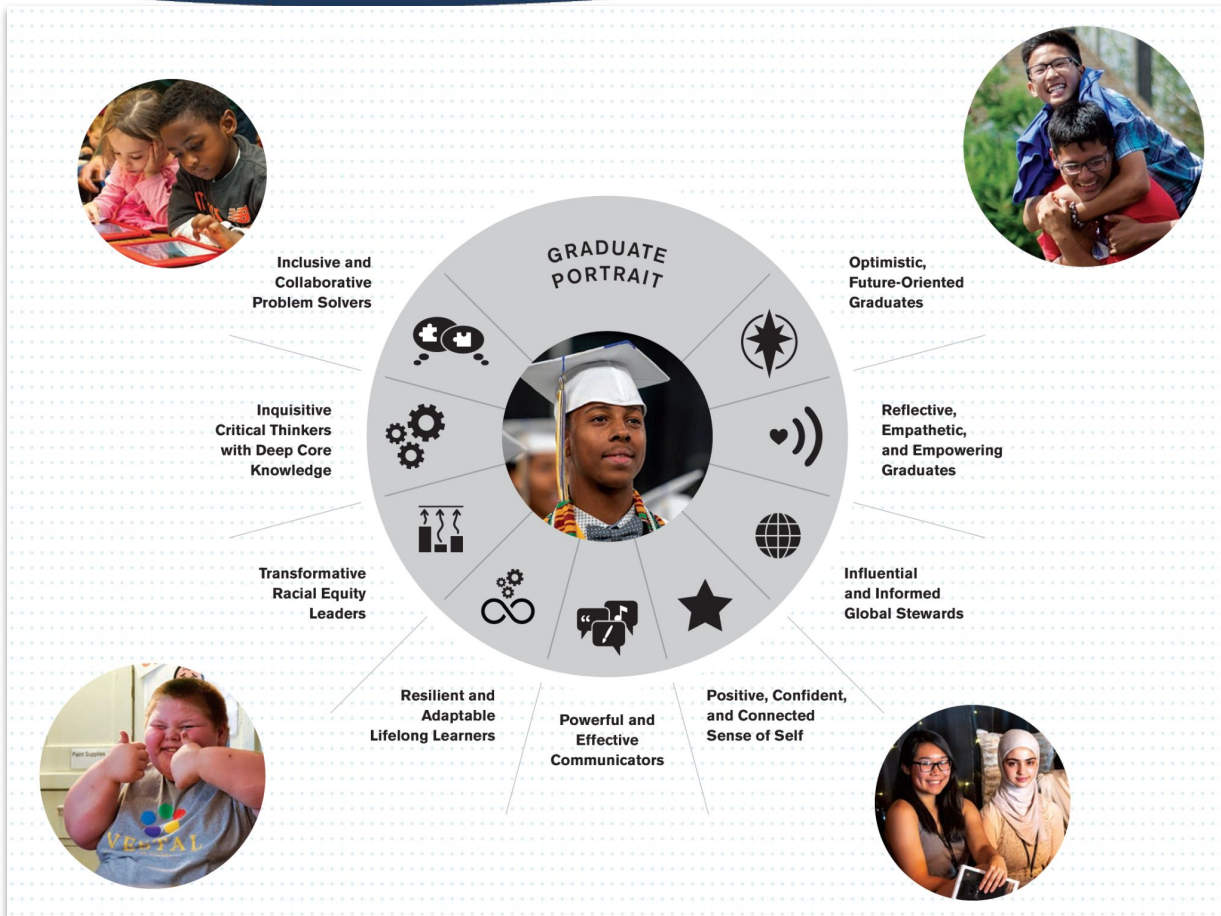
AI in PPS

Learning Target and Success Criteria

I am learning how PPS is using ODE guidance and national standards to create a plan so that every student graduates with AI literacy skills they need to be successful in the modern workforce.

I can list one way AI literacy is help our students meet the goals of the PPS Graduate Portait.

PPS Portrait of a Graduate in a World with AI



Profile of an AI Ready Graduate



Learner

Use AI to create plans for learning new skills, get unstuck, and seek feedback to improve understanding.



Problem Solver

Use AI as a brainstorming partner to generate new ideas and explore a wide range of possibilities.



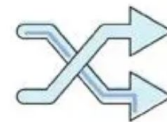
Researcher

Use AI to investigate and analyze topics, evaluate claims, and compare sources of information.



Connector

Use AI to increase human collaboration, including overcoming language barriers, and finding common ground.



Synthesizer

Use AI to synthesize, remix, and refine information into formats/levels of complexity that meet their needs.



Storyteller

Use AI to present and communicate complex ideas through text, image, audio, video, and other media.

Essential Questions

Systems

How might we ensure human expertise thrives in an AI-enabled classroom?

Students

How might we evolve our instruction so that students graduate with the AI literacy required for the modern workforce?

The Strategy Ecosystem: Prosper, Prepare, Protect

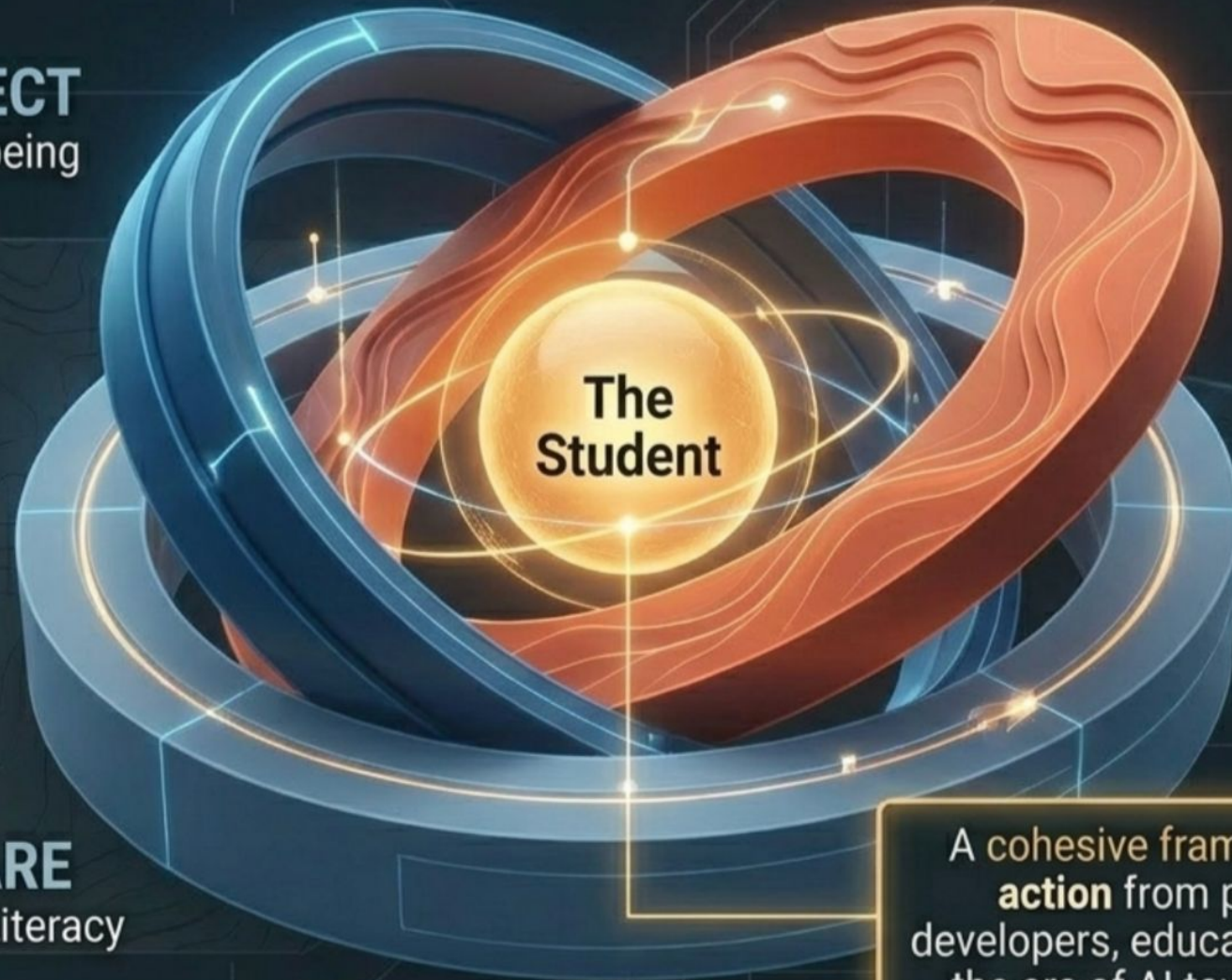
PROTECT
Safety & Well-being

PROSPER
Pedagogy & Agency

**The
Student**

PREPARE
Capacity & Literacy

A cohesive framework requiring **unified action** from policymakers, EdTech developers, educators, and families to bend the arc of AI toward human flourishing.



PPS Partners

PPS Partners:

- Education Research & Development Institute
- EDSafe AI Alliance Policy Lab
- Multnomah ESD & Clackamas ESD
- Portland Metro Area School Districts
- Chicago Public Schools
- NYC Public Schools



District Generative AI Readiness Assessment

Readiness Area	Exploring	Investigating	Implementing	Innovating	Equity Prompts (ODE)
Leadership & Vision	Leaders are aware AI exists but unsure of relevance. Conversations happen informally without a shared vision.	Leaders are beginning to articulate how AI might align with district goals. A small team or committee is exploring use cases and risks.	A districtwide AI vision and plan are developed, aligned to strategic priorities. Leadership teams coordinate implementation and risk assessments.	AI vision is embedded across the system. Leaders use AI strategically to enhance outcomes, model responsible practices, and adapt through continuous monitoring and revision.	Who is included in the vision? Are marginalized voices represented?
Policy, Ethics & Equity	No formal AI policies exist. Risks, ethics, and privacy are recognized but not addressed.	Initial policy drafts consider data privacy, student protections, and access. Leaders research other models and equity implications.	Board-approved or district-level policies guide responsible use. Policies address privacy, plagiarism, bias, copyright, and equity. Staff receive orientation on compliance.	Policies are comprehensive, equity-centered, and reviewed annually with community input. Ongoing audits and revisions ensure equity and compliance.	How are we training staff and students to recognize bias, inaccuracy, plagiarism, and copyright risks — and to critically analyze societal impacts while practicing digital citizenship?
Instruction & Assessment	A few educators experiment with AI tools (lesson ideas, grading help). No systematic approach.	Pilots underway with teachers using AI to personalize learning, design materials, or test formative assessments. Limited documentation.	AI is integrated into instructional frameworks. Teachers use it to personalize learning, design assessments, and adapt content. Students are supported in ethical use.	AI fosters creativity, problem-solving, and higher-order skills. Instruction is continually refined through monitoring and equitable review.	How are assignments shifting to prevent plagiarism and foster deeper thinking — and how are we monitoring uneven impacts of bias (e.g., MLLs or students of color flagged disproportionately)?
Professional Learning	No formal PD. Teachers seek resources independently.	District offers introductory PD (AI basics, risks, opportunities). Equity and ethics are mentioned but not deeply addressed.	Ongoing PD is aligned to district vision. Teachers learn both practical AI use and how to teach AI ethics/digital literacy.	PD is adaptive and personalized, often AI-powered. Educators apply AI to pedagogy and assessment with ongoing reflection and revision for equity.	Do all educators understand AI's limits and risks?

Fall 2025

Spring 2026

Fall 2026



District Generative AI Readiness Assessment

Readiness Area	Exploring	Investigating	Implementing	Innovating	Equity Prompts (ODE)
Student Use & Literacy	A small number of classrooms introduce AI concepts. Students are aware of AI but lack structured guidance.	Students use AI in multiple classes for basic tasks and begin discussing ethical implications. Limited evidence of proficiency.	Students regularly engage with AI for learning, projects, and skill-building. They apply critical thinking to AI outputs and understand risks like bias or plagiarism.	Students critically use AI, analyze societal impacts, and connect to career pathways. Practices are regularly reviewed to ensure equity and responsible use.	How do we ensure equitable access (esp. ML learners, students w/ disabilities)?
Operations & Business Functions	District is curious about AI's role in automating administrative tasks. No concrete actions yet.	Pilots in areas such as HR, scheduling, or communications. Tech ecosystem review is underway.	AI is integrated into multiple operations. Systems are upgraded to support efficiency and compliance. Staff are trained in responsible use.	AI optimizes operations, reinvesting savings into equity initiatives. Systems evolve through continuous monitoring and staff adaptation.	Do efficiency gains free up resources for equity work?
Community Engagement	AI is rarely mentioned with parents, staff, or students. Communication is reactive or minimal.	Some awareness sessions and early communication efforts occur. District responds to questions/concerns but lacks a structured plan.	Regular updates and feedback sessions engage families and staff. Concerns about ethics, access, and privacy are addressed proactively.	Engagement is ongoing, two-way, and co-designed with families and staff. Feedback is used to revise and strengthen practices.	How do we address community concerns around access, privacy, and fairness?
IT (data, technical, security)	IT staff are aware AI may affect systems but haven't evaluated risks. No review of infrastructure, data flows, or security concerns.	District IT team is assessing current data systems, security protocols, and infrastructure capacity to handle AI. Initial conversations on interoperability, access, and vendor requirements.	IT team has strengthened data governance, student privacy protections, and technical infrastructure. They review vendors for compliance and equity concerns, ensure secure integration, and develop staff protocols.	IT continuously monitors AI for security, bias, and reliability. Policies and systems are regularly updated in collaboration with equity and teaching teams.	Who might be most harmed if this system fails — and how are those risks monitored, mitigated, and addressed?

Fall 2025

Spring 2026

Fall 2026

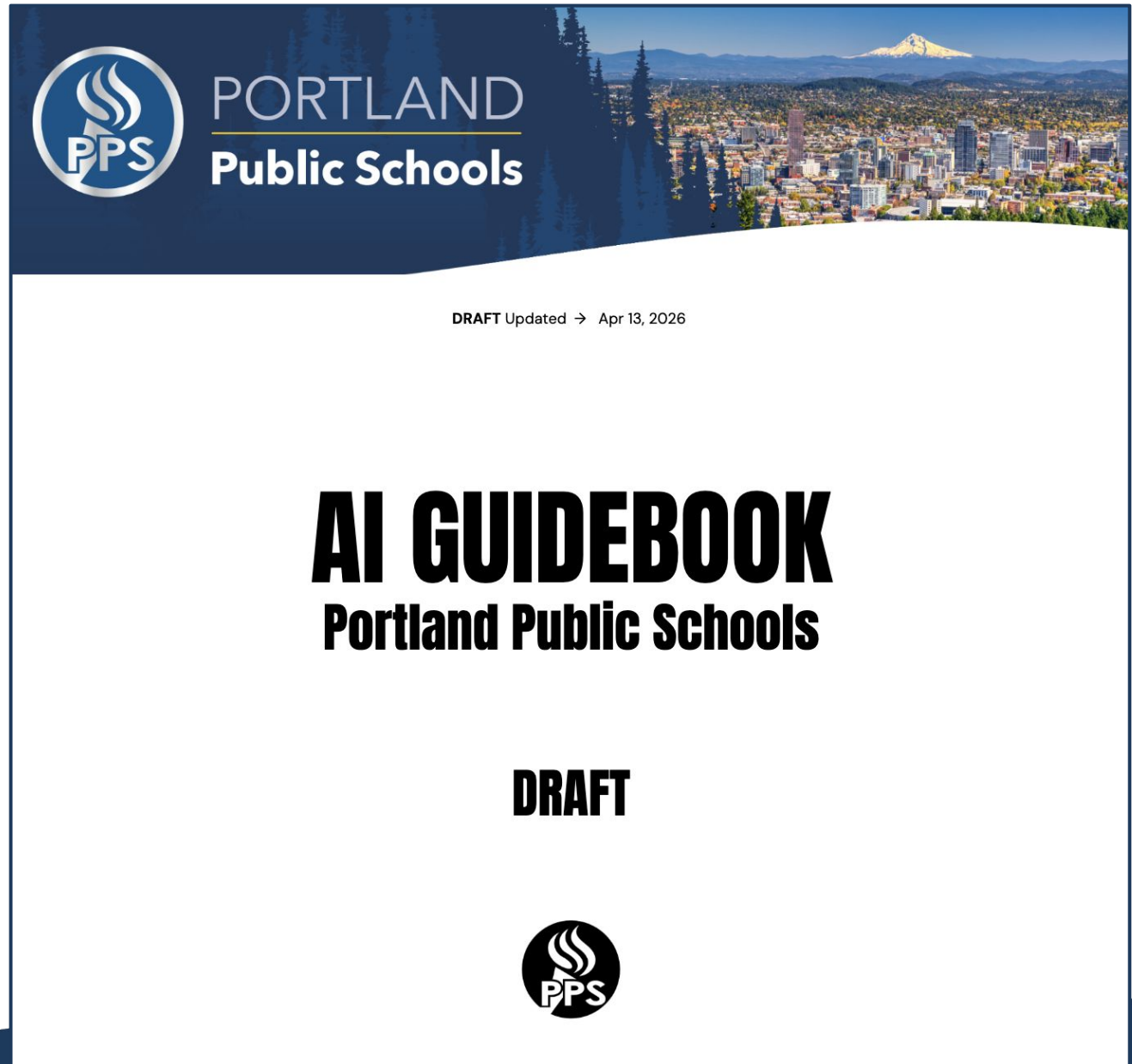
AI Vision

Portland Public Schools will leverage Artificial Intelligence (AI) as a transformative, ethical, and human-centered tool to accelerate student achievement, disrupt systemic inequities, and prepare every graduate for an AI-powered future. Our vision is to cultivate a teaching and learning community where AI amplifies human potential and strengthens, but never replaces, the essential relationships at the heart of education.

AI Guidebook

Guidebook Links: [Google Doc](#) / [PDF](#)

[Visit the PPS AI website](#)



AI Workgroups

AI Planning Committee

- Meets bi-weekly
- Build a common understanding, identify key priorities, and develop a district roadmap for Artificial Intelligence
- Membership
 - Professional Learning, IT, PK- 5 Academics

AI Advisory Committee

- Meets quarterly
- Recommending group on key priorities, guiding principles, and actions
- Membership
 - Building Administrators, Educators, PEC Staff, Professional Learning, IT

AI Explorers Club

- Meetings to start the second semester; paused due to budget freeze after one meeting
- Testing, giving feedback, and participating in professional learning
- Membership
 - Educators and District Staff

AI Perceptions Survey Domains

2025-2026

Students	Families	Teachers	Staff
Perception of AI	Knowledge of AI	Knowledge of AI	Knowledge of AI
AI Usage	Perception of AI	Perception of AI	Perception of AI
	AI Priorities: Foundations	AI Readiness	AI Readiness
	AI Usage	AI Priorities: Foundations	AI Priorities: Foundations
	AI Priorities: Foundations	AI Usage	AI Usage

AI Perceptions Survey Free Response

2025-2026

Students	Families	Teachers	Staff
How do you currently use AI for your schoolwork?	How do you think AI can be most helpful in K-12 education?	How do you use AI in your work as an educator?	How do you use AI in your work as an educator?
Overall, how knowledgeable are you about AI?	What are the 1-2 most important things your child's school should focus on with regard to AI over the next year?	How would you like to use AI in your role as an educator in the next year?	How would you like to use AI in your role as an educator in the next year?
What are your biggest concerns about AI in education?	What are your biggest concerns about AI in K-12 education?	What are the 1-2 most important things your school should focus on with regard to AI over the next year?	What are the 1-2 most important things your school should focus on with regard to AI over the next year?
	What would you like to learn more about in regard to AI, as it relates to your child's school?	What would you like to learn more about in regard to AI, as it related to education?	What would you like to learn more about in regard to AI, as it related to education?

AI Perception Survey

Stakeholder Participation

2025-2026	Students	Families	Teachers	Staff
Two or More Races/Ethnicities	118 (13%)	211 (7%)	25 (6%)	22 (9%)
White	694 (74%)	2429 (81%)	379 (85%)	187 (77%)
Native Hawaiian/Pacific Islander	3 (<1%)	3 (<1%)	2 (<1%)	1 (<1%)
Hispanic or Latino	27 (3%)	72 (2%)	13 (3%)	11(5%)
Black/African American	18 (2%)	43 (1%)	4 (1%)	4 (2%)
Asian	39 (4%)	110 (4%)	9 (2%)	8 (3%)
Native American/Alaskan Native	5 (1%)	16 (1%)		1 (<1%)
Other	28 (3%)	122 (4%)	15 (3%)	8 (3%)
Total	955	3,006	487	271

Student Survey Results

6th-12th Grade

Student AI Usage

	Almost all the time	Most of the time	Sometimes	Once in awhile	Almost Never	I don't know
How often do you use AI?	3%	7%	13%	20%	57%	0%
How often do your teachers tell you to use AI for academic purposes?	1%	3%	12%	22%	61%	1%

Student Perception of AI

	% Helpful
Overall, how harmful or helpful is AI to your academic success when your teachers ask you to use it for academic purposes?	24%
Overall, how harmful or helpful is AI to your academic success when you use AI to help with your schoolwork?	28%

Progress and Achievements

- **Mandatory Training:** Will successfully add AI-specific slides (Vision, Non-Negotiables, Data Stewardship) to the mandatory district InfoSec training.
 - **Tool Governance:** Identified Google Gemini as the primary supported platform while exploring other resources for safer, filtered student access.
 - **Community Engagement:** presented at “The Village Table” to involve parents and families in the policy conversation, collaborated with the Climate Crisis Response Committee, and engaged with students by conducting interviews about AI in the district.
- 