Board of Education Informational Report

MEMORANDUM

Date: **February 3, 2020**

To: Members of the Board of Education, Charter Schools and Alternative Programs Committee

From: Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation

Subject: Portland Arthur Academy Charter School Extension Request

Portland Arthur Academy Charter School is a K-5 charter school in SE Portland, currently enrolling 175 students. The school uses a research-based, Direct Instruction model that focuses students through a highly organized, incremental curriculum and ensures they master each skill before moving on to the next. Portland Arthur Academy is one of six Arthur Academies in the greater Portland area, which share common curriculum, a single board of directors, and a central administrative office.

Portland Arthur Academy Charter School ("PAA") is currently operating under a five-to-ten-year "flexible" agreement (described below), the fourth extension of which terminates on June 30, 2020. This is the ninth year of the contract, and the PPS Board and the school need to agree to either extend the contract by one year or initiate a full renewal process. PAA has requested that its contract be extended by one year, as per Section J of its contract with PPS.

The PPS Charter Schools Office submits the attached 2018-19 Oregon Report Card and 2018-19 Performance Framework and Report Summary for Portland Arthur Academy in review of its academic performance, fiscal management, organizational stability, adherence with all applicable state laws, and compliance with all terms of the charter contract. The Charter Schools Office found no areas of statutory or compliance concern in its review.

Charter schools, as schools of choice, continue to work to attract a student population that is reflective of the District's population. Portland Arthur Academy enrollment reflects this trend, though the school has some success in this work; 10% of its students are Ever English Learners (compared to 10.5% District k-5), 27% are Economically Disadvantaged (compared to 32.8% District k-5), 20.6% are Historically Underserved Races/Ethnicities (compared to 31.1% District k-5), and 65% are White (compared to 58.5% District k-5). PAA has posted translated enrollment information as well as made hard copy brochures available in all the District supported languages to broaden its outreach to English Language Learners. PAA continues to focus on outreach in historically underserved communities.

Attachments:

- 2018-19 Oregon Report Card
- Portland Arthur Academy 2018-19 Performance Framework and Report

2018-19 ESSA Accountability Details Report

Public Version - October 17, 2019

District: Portland SD 1J
School: Portland Arthur Academy Charter School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. These indicators include English language arts (ELA) Achievement and Growth, Mathematics Achievement and Growth, Regular Attenders, and On Track to English language proficiency (ELP). For more information concerning indicators and their definitions and calculations, please refer to the Report Card Policy and Technical Manual. Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Growth	Math Achievement	Math Growth	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 4	Level 5	Level 3	Level 5	Level 3 ↓	Not Rated
Economically Disadvantaged	Not Identified	Level 4	Level 5 ↑	Level 3	Level 3	Level 2 ↓	
English Learners	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 1	Not Rated
Students with Disabilities	Not Identified	Level 3	Level 5	Level 2	Level 4	Level 2 ↓	
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 5	
Hispanic/Latino	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 2 ↓	
Asian	Not Identified	Level 3	Not Rated	Level 4	Not Rated	Level 5	
White	Not Identified	Level 4	Level 5	Level 3	Level 5	Level 3 ↓	
Multi-racial	Not Identified	Level 5	Level 5	Level 3	Level 5 ↑	Level 2 ↓	

Suggested Level of Support for 1819: **Not Identified** Suggested Level of Support for 1718: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **Yes** (details on pages 4 and 7)

Received Title I Funds in 2018-19: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size to receive a rating.
- The English learner student group has different inclusion rules for particular indicators. The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current year English learners only. The ELA and Mathematics Achievement, Growth, and Assessment Participation indicators include current year English learners as well as monitored English learners (four years). The Graduation and Completer indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

English Language Arts Academic Achievement Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	33
Level 1	<33

The English Language Arts (ELA) Achievement indicator displays the percentage of students who are meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	77.8	71.4	73.5	74.2	3-year Average	Level 4
All Students - Adjusted Denominator	81	84	83	248		
Economically Disadvantaged - Percent	78.6	60.0	69.6	69.7	3-year Average	Level 4
Economically Disadvantaged - Adjusted Denominator	28	25	23	76		
English Learners - Percent	*	*	*	35.0	3-year Average	Level 2
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	63.6	53.3	45.5	55.6	3-year Average	Level 3
Students with Disabilities - Adjusted Denominator	11	15	11	36		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	64.7	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	45.5	*	*	66.7	3-year Average	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	11	*	*	*		
Asian - Percent	*	*	70.0	62.5	3-year Average	Level 3
Asian - Adjusted Denominator	*	*	10	*		
White - Percent	86.4	67.3	66.7	72.8	3-year Average	Level 4
White - Adjusted Denominator	44	52	51	147		
Multi-racial - Percent	89.5	82.4	88.2	86.8	3-year Average	Level 5
Multi-racial - Adjusted Denominator	19	17	17	53		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

English Language Arts Academic Growth Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	72.0	78.0	68.0	72.0	3-year Average	Level 5
All Students - Denominator	49	55	52	156		
Economically Disadvantaged - Median	70.0	72.0	74.0	72.0	3-year Average	Level 5
Economically Disadvantaged - Denominator	15	18	15	48		
English Learners - Median	*	*	*	52.0	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	70.5	*	70.5	3-year Average	Level 5
Students with Disabilities - Denominator	*	10	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	61.5	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	*	59.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	64.5	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	72.0	80.0	69.0	73.0	3-year Average	Level 5
White - Denominator	27	31	31	89		
Multi-racial - Median	73.0	79.0	74.0	74.0	3-year Average	Level 5
Multi-racial - Denominator	11	13	11	35		

English Language Arts Participation Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

Participation Target: 94.5%

Student Group	2016-17	2017-18	2018-19	3-year Average	Status based on	Status
All Students - Percent	98.8	100.0	98.8	99.2	3-year Average	Met
All Students - Denominator	85	84	85	254		
Economically Disadvantaged - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Economically Disadvantaged - Denominator	30	25	23	78		
English Learners - Percent	87.5	100.0	100.0	95.5	3-year Average	Met
English Learners - Denominator	8	7	7	22		
Students with Disabilities - Percent	100.0	100.0	90.9	97.3	3-year Average	Met
Students with Disabilities - Denominator	11	15	11	37		
American Indian/Alaska Native - Percent	100.0	--	--	100.0	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	1	0	0	1		
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Black/African American - Denominator	2	2	2	6		
Hispanic/Latino - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	8	6	3	17		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Underserved Race/Ethnicity - Denominator	11	8	5	24		
Asian - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Asian - Denominator	8	7	10	25		
White - Percent	97.9	100.0	98.1	98.7	3-year Average	Met
White - Denominator	47	52	53	152		
Multi-racial - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Multi-racial - Denominator	19	17	17	53		

Mathematics Academic Achievement Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	21
Level 1	<21

The Mathematics Achievement indicator displays the percentage of students who are meeting the mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	58.0	48.8	50.6	52.4	3-year Average	Level 3
All Students - Adjusted Denominator	81	84	83	248		
Economically Disadvantaged - Percent	60.7	36.0	43.5	47.4	3-year Average	Level 3
Economically Disadvantaged - Adjusted Denominator	28	25	23	76		
English Learners - Percent	*	*	*	30.0	3-year Average	Level 2
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	36.4	40.0	27.3	36.1	3-year Average	Level 2
Students with Disabilities - Adjusted Denominator	11	15	11	36		
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	*	*	*	35.3	Not Rated	Not Rated
Hispanic/Latino - Adjusted Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	36.4	*	*	37.5	3-year Average	Not Applicable
Underserved Race/Ethnicity - Adjusted Denominator	11	*	*	*		
Asian - Percent	*	*	50.0	62.5	3-year Average	Level 4
Asian - Adjusted Denominator	*	*	10	*		
White - Percent	61.4	40.4	52.9	51.0	2018-19 Rate	Level 3
White - Adjusted Denominator	44	52	51	147		
Multi-racial - Percent	57.9	64.7	52.9	58.5	3-year Average	Level 3
Multi-racial - Adjusted Denominator	19	17	17	53		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

Mathematics Academic Growth Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

Mathematics Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

The Mathematics Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Median	63.0	66.0	64.0	64.0	3-year Average	Level 5
All Students - Denominator	49	55	51	155		
Economically Disadvantaged - Median	51.0	55.0	51.0	52.0	3-year Average	Level 3
Economically Disadvantaged - Denominator	15	18	15	48		
English Learners - Median	*	*	*	43.0	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	66.0	*	59.5	3-year Average	Level 4
Students with Disabilities - Denominator	*	10	*	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	60.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	*	*	*	60.0	Not Rated	Not Applicable
Underserved Race/Ethnicity - Denominator	*	*	*	*		
Asian - Median	*	*	*	67.5	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	58.0	63.0	69.0	63.5	2018-19 Rate	Level 5
White - Denominator	27	31	30	88		
Multi-racial - Median	70.0	71.0	51.0	69.0	3-year Average	Level 5
Multi-racial - Denominator	11	13	11	35		

Mathematics Participation Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

Participation Target: 94.5%

Student Group	2016-17	2017-18	2018-19	3-year Average	Status based on	Status
All Students - Percent	98.8	100.0	98.8	99.2	3-year Average	Met
All Students - Denominator	85	84	85	254		
Economically Disadvantaged - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Economically Disadvantaged - Denominator	30	25	23	78		
English Learners - Percent	87.5	100.0	100.0	95.5	3-year Average	Met
English Learners - Denominator	8	7	7	22		
Students with Disabilities - Percent	100.0	100.0	90.9	97.3	3-year Average	Met
Students with Disabilities - Denominator	11	15	11	37		
American Indian/Alaska Native - Percent	100.0	--	--	100.0	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	1	0	0	1		
Black/African American - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Black/African American - Denominator	2	2	2	6		
Hispanic/Latino - Percent	100.0	100.0	100.0	100.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	8	6	3	17		
Native Hawaiian/Pacific Islander - Percent	--	--	--	--	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	0	0	0		
Underserved Race/Ethnicity - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Underserved Race/Ethnicity - Denominator	11	8	5	24		
Asian - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Asian - Denominator	8	7	10	25		
White - Percent	97.9	100.0	98.1	98.7	3-year Average	Met
White - Denominator	47	52	53	152		
Multi-racial - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Multi-racial - Denominator	19	17	17	53		

Regular Attenders Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	78
Level 1	<78

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

State Long Term Goal: 93%

Student Group	Grade Range	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
All Students - Percent	K-5	92.7	84.9	85.5	87.7	3-year Average	Level 3
All Students - Denominator		165	166	166	497		
Economically Disadvantaged - Percent	K-5	90.2	82.4	71.1	82.2	3-year Average	Level 2
Economically Disadvantaged - Denominator		61	51	45	157		
English Learners - Percent	K-5	*	72.7	*	76.9	3-year Average	Level 1
English Learners - Denominator		*	11	*	*		
Students with Disabilities - Percent	K-5	93.8	78.3	75.0	81.8	3-year Average	Level 2
Students with Disabilities - Denominator		16	23	16	55		
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	*	*	*	>95	3-year Average	Level 5
Black/African American - Denominator		*	*	*	*		
Hispanic/Latino - Percent	K-5	84.6	90.0	*	83.9	3-year Average	Level 2
Hispanic/Latino - Denominator		13	10	*	*		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	85.0	94.4	86.7	88.7	3-year Average	Not Applicable
Underserved Race/Ethnicity - Denominator		20	18	15	53		
Asian - Percent	K-5	>95	88.9	95.0	94.4	2018-19 Rate	Level 5
Asian - Denominator		*	18	20	*		
White - Percent	K-5	93.1	84.2	86.4	87.9	3-year Average	Level 3
White - Denominator		102	101	103	306		
Multi-racial - Percent	K-5	92.6	79.3	75.0	82.1	3-year Average	Level 2
Multi-racial - Denominator		27	29	28	84		

Note: An * next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

On Track to English Language Proficiency (ELP) Details

District: Portland SD 1J

School: Portland Arthur Academy Charter School

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	32
Level 1	<32

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

State Long Term Goal: 80%

Student Group	2016-17	2017-18	2018-19	3-year Average	Rated on	Level
Current English Learners - Percent	*	*	*	82.4	Not Rated	Not Rated
Current English Learners - Denominator	*	*	*	*		

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE

Portland Arthur Academy Charter School

PRINCIPAL: Susan Spreadborough | GRADES: K-5 | 7507 SE Yamhill St, Portland 97215 | 503-257-3936

2018-19

Students We Serve

168
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	12%
Teachers	0%
Black/African American	
Students	4%
Teachers	0%
Hispanic/Latino	
Students	5%
Teachers	10%
Multiracial	
Students	17%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	63%
Teachers	90%

10% Ever English Learners

6 Languages Spoken

10% Students with Disabilities

92% Required Vaccinations

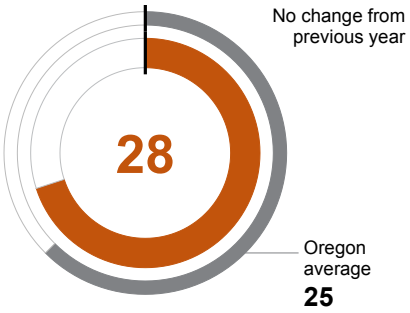
27% Free/ Reduced Price Lunch

*<10 students or data unavailable

School Environment

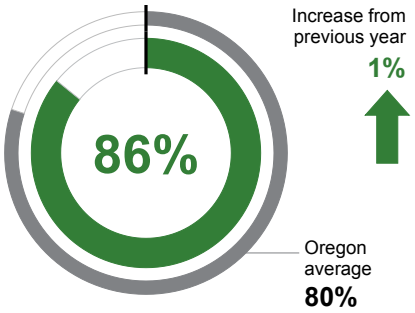
CLASS SIZE

Median class size.



REGULAR ATTENDERS

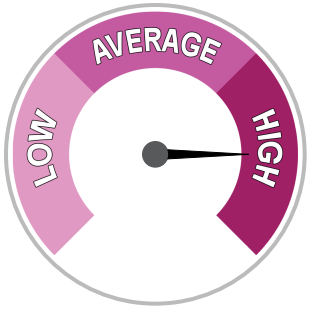
Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

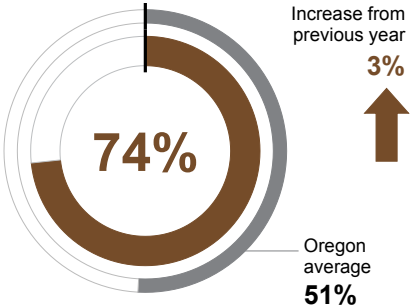
Year-to-year progress in English language arts and mathematics.



Academic Success

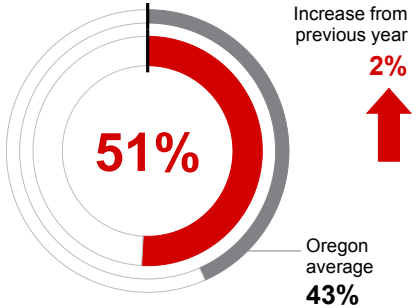
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.

School Goals

Portland Arthur Academy (PAA) seeks to give students a solid foundation in reading, math and language skills. This is accomplished through our Direct Instruction programs; building mastery of skills and concepts through carefully researched, incremental steps. Our instruction is data-driven and students are grouped according to their instructional level. PAA promotes student achievement by incorporating social/emotional learning within our curriculum, using a framework similar to the Zones of Regulation. Teachers are trained and equipped with effective strategies.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Our school community is a place where students, staff, and families are valued and respected. We work together to provide a safe, welcoming environment. This is accomplished in various ways. The principal and vice principal welcome families at the door upon their arrival to school, just as teachers welcome students at their classroom doors. We communicate with families via newsletters, text messages, emails and phone calls home. Interpreters are provided for parent conferences. We regularly practice various types of safety drills and conduct annual safety audits.

School Website: www.arthuracademy.org

For more information please visit: www.oregon.gov/ode/reports-and-data/

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Portland Arthur Academy Charter School

PRINCIPAL: Susan Spreadborough | GRADES: K-5 | 7507 SE Yamhill St, Portland 97215 | 503-257-3936

2018-19

Our Staff (rounded FTE)

8 Teachers

1 Educational assistants

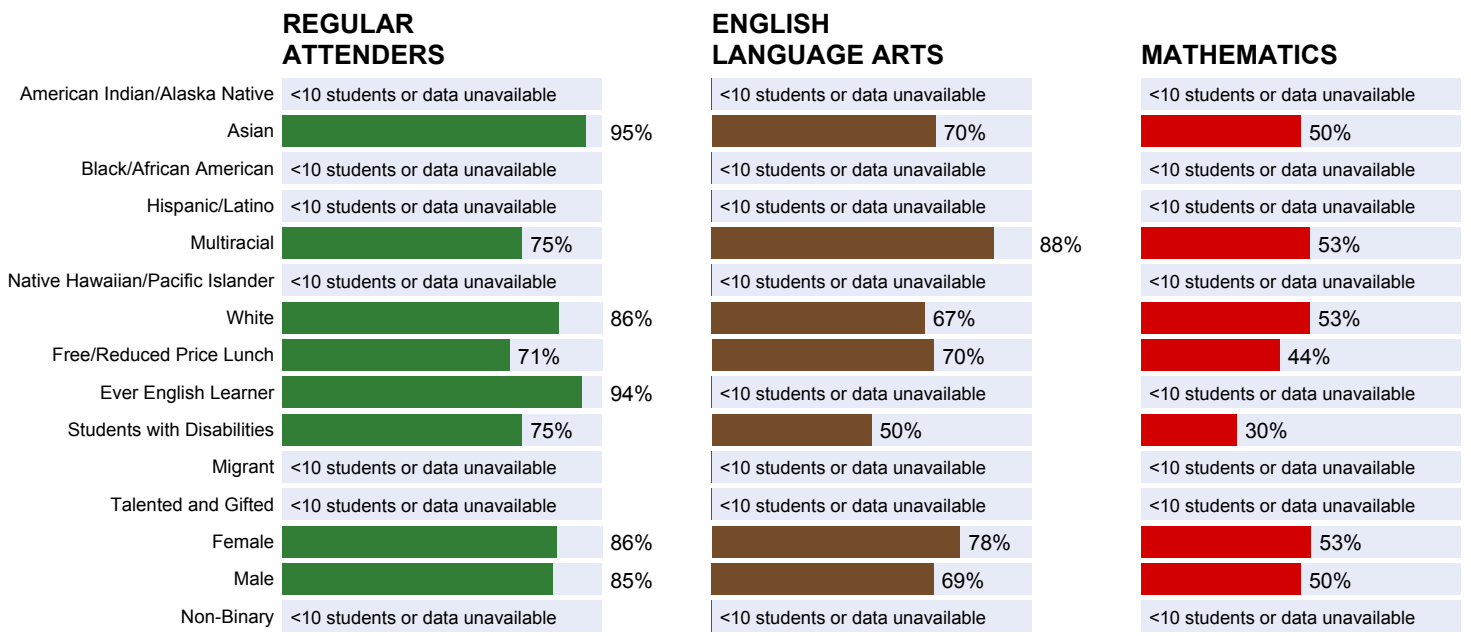
0 Counselors

40% Average teacher turnover rate

44% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

To ensure an emotionally and physically safe learning environment, our school uses individual student safety plans and a lot of parent communication. Our Intervention Team responds quickly and thoroughly to any issue that arises. We problem-solve with teachers, parents and students to bring about a healthy resolution and restore relationships. Students are encouraged by all staff to speak up with the see or hear a problem.

EXTRACURRICULAR ACTIVITIES

Our school offers various extracurricular activities: Music club, PE club, and 5th Grade Overnight Trip are some of the clubs available. Please visit our website for more information.

PARENT ENGAGEMENT

Our parents are encouraged to take an active role within our school community. Our parent group (PAAPO: Portland Arthur Academy Parent Organization) holds monthly meetings and plans for fundraisers and school community-building events. Some events that facilitate parent engagement include Back to School Socials, Curriculum Night, Bingo Nights, Fun Runs, Family OMSI Night, and various other school-wide events. Parents often volunteer to assist with projects in the classrooms, chaperone off-campus field trips, and help in various other ways around the school (lunch, fundraising projects, Art classes, etc.).

COMMUNITY ENGAGEMENT

Numerous local businesses and organizations work with our parent committees for the auction. We have a Social Worker Intern working in our building to help with community outreach. PAA invites students from Lewis and Clark College to come for a day to observe an alternative classroom. We also work with St. Vincent DePaul to provide food boxes/backpacks to families in need.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/reports-and-data/

Portland Public Schools
Annual Performance Framework and Report

Portland Arthur Academy Charter School 2018-19 School Year

Submitted by:

Tara O'Neil
Program Director, Charter Schools

Introduction

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

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

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

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

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

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

[1] From NACSA's Core Performance Framework and Guidance.

Academic performance: data elements and sources

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

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

Note: 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.

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	**74.2**	84	**59.1**	+15.1	54	***E***
% participation	**99.2**		**94.4**		94.5	
Gr 3 %	60.7		55.6			
Gr 4 %	72.4		56.4			
Gr 5 %	88.9		65.1			

*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, exceeds the MIP target, and meets the Oregon Report Card Level 4 State Goal of 67-79.9%.

School comments:

Measure 1d
How are **All Students Total (3-5)** and **by Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

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

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

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

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

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	**52.4**	**84**	**49.7**	+2.7	43	***M***
% participation	**99.2**		**90.8**		94.5	
Gr 3 %	42.9		53.1			
Gr 4 %	51.7		48.5			
Gr 5 %	55.6		47.4			

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

District Comments/Recommendations:

The school meets the average District performance in Math, exceeds the MIP target, and meets the Oregon Report Card Level 3 State Goal of 45-54.9%.

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	69.7	23	32.8	+26.4	42	***E***
English Learners						
% meets/exceeds	35**	20	23.5	+11.5	23	***E***
Students with Disabilities						
% meets/exceeds	55.6**	36	35.2	+20.4	22	***E***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	66.7**	24	29.6	+37.1	34	***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 average to include large enough sample to report

District Comments/Recommendations:

The school exceeds average District performance and MIP targets by student group for Students of Special Populations in ELA, and meets or exceeds State Level 3 target in all student groups except 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	47.4	23	23.2	+24.2	31	***E***
English Learners						
% meets/exceeds	30**	20	21.3	+8.7	17	***M***
Students with Disabilities						
% meets/exceeds	36.1**	36	28.1	+8.0	18	***M***
Historically Underserved Races/Ethnicities			(OR Report Card)			
% meets/exceeds	37.5**	24	20.9	+16.6	25	***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 average to include large enough sample to report

District Comments/Recommendations:

The school meets or exceeds average District performance and MIP targets by student group for Students of Special Populations in Math; in addition Economically Disadvantaged students met the State Level 3 target of 43. English Learners, Students with Disabilities, and Students of Historically Underserved Races/Ethnicities met the State Target Level 2 range of 21-42.9%.

School comments:

2. Student Academic Growth

Measure 2a
Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (Combined Median Growth Percentile)

E=Exceeds standard:

☒Combined median growth percentile of 55 or more

M=Meets standard:

☐Combined median growth percentile of between 45 and 55 (or within variance of one student)

D=Does not meet standard:

☐Combined median growth percentile of between 40 and 45

F=Falls far below standard:

☐Combined median growth percentile of less than 40

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Growth percentile	72	52	49	+23		***E***

*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 growth performance in ELA and meets the Oregon Report Card Level 5 State Goal of 60%.

School comments:

Measure 2b
Are students making expected annual academic growth in MATH compared to their peers? (Combined Median Growth Percentile)

E=Exceeds standard:

☒Combined median growth percentile of 55 or more

M=Meets standard:

☐Combined median growth percentile of between 45 and 55 (or within variance of one student)

D=Does not meet standard:

☐Combined median growth percentile of between 40 and 45

F=Falls far below standard:

☐Combined median growth percentile of less than 40

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Growth percentile	64	51	48.5	+15.5		***E***

*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 growth performance in Math and meets the Oregon Report Card Level 5 State Goal of 60% or more.

School comments:

3. Subgroup Growth

Measure 3a
Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations**? (Combined Median Growth Percentile)

E=Exceeds standard: Combined median growth percentile of 55 or more

M=Meets standard: Combined median growth percentile of between 45 and 55 (or within variance of one student)

D=Does not meet standard: Combined median growth percentile of between 40 and 45

F=Falls far below standard: Combined median growth percentile of less than 40

Data:

ELA Special Populations Growth Percentile	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Economically Disadvantaged	72	15	43	+29		***E***
English Learners	52**	13	45	+7		***M***
Students with Disabilities	70.5**	22	44	+26.5		***E***
Historically Underserved Races/Ethnicities	59**	18	41	+18		***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 average to include large enough sample to report

District comments/recommendations:

The school meets or exceeds average District growth performance in all student groups, meets the Oregon Report Card Level 5 State Goal of 60% for Economically Disadvantaged Students, Students with Disabilities, and Students of Historically Underserved Races/Ethnicities (within variance of one student), and meets Level 3 State Goal of 45% or more for English Learners in ELA.

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: Combined median growth percentile of 55 or more

M=Meets standard: Combined median growth percentile of between 45 and 55 (or within variance of one student)

D=Does not meet standard: Combined median growth percentile of between 40 and 45

F=Falls far below standard: Combined median growth percentile of less than 40

Data:

MATH Special Populations Growth Percentile	School	N	District	% +/-	MIP*	Rating
All Students 3-5					45	
Economically Disadvantaged	52	15	42	+10		***M***
English Learners	43**	13	44	-1		***M***
Students with Disabilities	59.5**	22	43	+16.5		***E***
Historically Underserved Races/Ethnicities	60**	18	40	+20		***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 average to include large enough sample to report

District comments/recommendations:

The school meets or exceeds average District growth performance in all student groups, meets the Oregon Report Card Level 5 State Goal of 60% or more for Students with Disabilities (within variance of one student) and Students of Historically Underserved Races/Ethnicities, and the Level 3 State Goal of 45% or more for Economically Disadvantaged Students and English Learners (within variance of one student).

School comments:

4. Local Performance Assessments

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

5. Student Attendance

Measure 5
What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

E=Exceeds standard:

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

M=Meets standard:

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

D=Does not meet standard:

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

F=Falls far below standard:

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

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	86	168	86.6	-0.6	85	***M***

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

District comments/recommendations:

The school meets this standard.

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 2018-19 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.
Math State Assessments: - All students will perform at level 3 or higher on Math Smarter Balanced Assessment	Not this year.	We had a 52% meeting in math. We will continue to focus on student mastery in math. We have incorporated additional math time outside of our main math curriculum to build more connections for students. We have adjusted our goals under 8c to better reflect our academic goals.

Measure 8b
In school year 2018-19, did the school implement the academic recommendations from the district in the 2017-18 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 District academic recommendations were made in the 2017-18 report; all academic measures were met.		

Measure 8c
Based on the 2018-19 school year data presented in this report, will the school add any academic goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: At least 50% of the students will receive a score of proficient in math.				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Daily Math Connections	15 minutes daily for 3rd grade and 30 minutes twice a week for 4th and 5th is helping to expand their math foundations by manipulating math problems in different ways. This will benefit our students on OSA for math problems that they know how to complete but may not recognize the format to.	Staff was trained in August and during a PD day on how and what to teach during these times. Throughout the year staff work together to discuss issues and/or ideas as they come up.	Students are assessed daily on their participation and work.	No additional resources are needed.
Friday Math Connections: MP1. Make sense of problems and persevere in solving them MP2. Reason abstractly and quantitatively MP3. Construct viable arguments and critique the reasoning of others MP4. Model with mathematics MP5. Use appropriate tools	By building in 30 minutes every Friday our students will continue to build their ability to relate to math problems. This will benefit our students on OSA for math problems that they know how to complete but may not recognize the format to.	Staff was trained in August and during a PD day on how and what to teach during these times. Throughout the year staff work together to discuss issues and/or ideas as they come up.	Students are assessed daily on their participation and work.	No additional resources are needed.

strategically MP6. Attend to precision MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning				
Goal added to Plan: At least 65% of the students will receive a score of proficient in ELA.				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Our in house writing program provides students with progressive writing steps that move them through the writing process with teacher support and moves them to independent writing. The structure of the process is similar to what they will experience on the OSA.	By having both the similar formatting and then progressive release of support students are gaining confidence in their essay writing skills.	Staff was trained in August and during a PD day on how and what to teach during these times. Throughout the year staff work together to discuss issues and/or ideas as they come up.	Students are assessed during each stage of the writing process as well as their final essay. Students will write complete essays roughly every six schools days providing them with frequent opportunities to go through the process many times.	No additional resources are needed.
Goal added to Plan: Improve the number of students scoring a four (4) on the OSA from the previous school year.				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
The combination of the math and ELA goals will support our students overall in raising their mastery scores.	As our students become more and more confident in their own skills we will continue to see	Staff was trained in August and during a PD day on how and what to teach during these times. Throughout the	See above.	No additional resources needed.

	an increase in scores of 4.	year staff work together to discuss issues and/or ideas as they come up.		
Goal added to Plan: All grades will demonstrate at least 80% mastery in all DI subjects in the January 2020 2nd quarter report.				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Teachers will use our structured lessons to ensure student mastery on a skill before teaching the next part/lesson. Reteaching will be done as needed. Students with scores below 90% on a lesson or assessment will be retaught and retested before moving on.	By teaching carefully and ensuring mastery of each skill and lesson our students will retain and master the skills to a higher level.	This will be a common discussion in staff meetings and during administrator observations.	Teachers will analyze lesson scores and test scores before moving on. Test scores will be recorded on quarterly reports that track student mastery. This helps teachers to stay on top of student mastery.	This does not require more resources.
Goal added to Plan: All grades will demonstrate at least 80% mastery in all DI subjects in the June 2020 4th quarter report.				
Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Teachers will use our structured lessons to ensure student mastery on a skill before teaching the next part/lesson. Reteaching will be done as	By teaching carefully and ensuring mastery of each skill and lesson our students will retain and master the skills to a higher level.	This will be a common discussion in staff meetings and during administrator observations.	Teachers will analyze lesson scores and test scores before moving on. Test scores will be recorded on quarterly reports that track student mastery. This helps	This does not require more resources.

needed. Students with scores below 90% on a lesson or assessment will be retaught and retested before moving on.			teachers to stay on top of student mastery.	

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 6.52, 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 301.3 days unrestricted cash, meets standard
School comments:

Measure 9c Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget
Meets standard: ☒Enrollment variance equals or exceeds 95% in the most recent year
Does not meet standard: ☐Enrollment variance is between 85-95% in the most recent year
Falls far below standard: ☐Enrollment variance is less than 85% in the most recent year
District comments/recommendations: Enrollment variance is 1.05, meets standard
School comments:

Measure 9d Default
Meets standard: ☒School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
Falls far below standard: ☐School is in default of loan covenant(s) and/or is delinquent with debt service payments
District comments/recommendations: Not in default, meets standard
School comments:

10. Sustainability Measures

Measure 10a Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues
Meets standard: ☒Aggregated 3-year total margin is positive and the most recent year total margin is positive -OR- ☐Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive
Does not meet standard: ☐Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)
Falls far below standard: ☐Aggregated three-year total margin is less than or equal to -1.5% -OR- ☐The most recent year total margin is less than -10%
District comments/recommendations: Aggregated 3-year total margin is 11.33%, total margin is 5.88%; meets standard
School comments:

Measure 10b Debt to asset ratio: Total liabilities divided by total assets
Meets standard: ☒Debt-to-asset ratio is less than 0.9
Does not meet standard: ☐Debt-to-asset ratio is between 0.9 and 1.0
Falls far below standard: ☐Debt-to-asset ratio is greater than 1.0
District comments/recommendations: Debt-to-asset ratio is 0.15, 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 $348,757; one-year cash flow is $150,226; 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 0.75, does not meet NACSA recommended standard, however the school carries no debt and has maintained a healthy cash balance. This measure is not of current concern.

School comments: PAA maintains a sufficient unrestricted cash balance and does not carry any debt. PAA has met all other financial standards.

11. School goals and recommendations (financial)

Measure 11a
Did the school meet the financial goals it set forth in its 2018-19 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Fundraise $3,000 for new iScience curriculum and materials	YES!	We were able to fundraise enough to purchase the iScience curriculum!

Measure 11b
In school year 2018-19, did the school implement the financial recommendations from the district in the 2017-18 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district financial recommendations in 2017-18 report; all financial measures were met.		

Measure 11c
Based on the 2018-19 school year data presented in this report, will the school add any financial goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Financial Audit will contain a “clean and unmodified” opinion letter. During the audit process, schools will have fewer than three adjusting journal entries and have no “material weakness” noted.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Financial department will continue to implement	By continuing to adhere to procedures as well as	Financial software and task specific	Finances are assessed monthly and quarterly. Check	No additional resources required.

current financial procedures as well as modify and update as needed.	modifying and updating we will maintain our financial goal of a clean and unmodified audit.	training for finance staff.	lists and audit reports are utilized monthly to ensure all financial data has been input and reconciled and that internal controls have been applied.	

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 2018-19 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Build staff capacity to better support trans staff, students and parents: - Participate in TransActive organization's training Gender Equality in K-12 Setting.	YES!	We participated in the TransActive training and started a Gender Conversation group after school hours for interested 4th and 5th grade students during the 18/19 year.

Measure 17b
In school year 2018-19, did the school implement the organizational recommendations from the district in the 2017-18 annual performance report?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district organizational recommendations were made in 2017-18 report; all organizational measures were met.		

Measure 17c
Based on the 2018-19 school year data presented in this report, will the school add any organizational goals to its 2019-20 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Continue with our relationship with TransActive and building a community of support and understanding.				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
Work with TransActive to decide what the best course would be for our community	By working with professionals in the field we will gain a better understanding of what our needs are.	TransActive will come to train staff, parents and community members before the end of the school year.	Progress will be assessed by scheduling the course.	This will require the need for an extended staff meeting. A parent will be donating the cost of the course. Otherwise it would require the school to provide the funds.

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	2018-19	2017-18	2016-17
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability	M		
1c	Student achievement in READING as compared to district	E	E	E
1d	Student achievement in MATH as compared to district	M	M	E
1e	Special populations achievement in READING as compared to district	E	E	E
1f	Special populations achievement in MATH as compared to district	E/M	E	E
2a	Annual academic growth in READING as compared to State Target	E	E	E
2b	Annual academic growth in MATH as compared to State Target	E	E	M
3a	Special populations growth in READING as compared to State Target	E	E	M
3b	Special populations growth in MATH as compared to State Target	E/M	E	M
5	Students with chronic or severe absenteeism as compared to district, as of 2017-18, "Regular Attenders" as compared to State Level 3 indicator	M	M	E
6	NA, for Grades 6-12 only			
7	NA, for High Schools only			
	ACADEMIC COMMENTS: The school met or exceeded all academic achievement measures in 2018-19.			

	FINANCIALS	2018-19	2017-18	2016-17
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	M	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total margin	M	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	M	M	M
10d	Debt service coverage ratio	D	M	D
	FINANCIAL COMMENTS: 10d – Debt Service Coverage does not meet NACSA standard, however the school consistently maintains a healthy cash balance (301 days unrestricted cash) and does not carry debt; this measure is not a current concern. All other financial measures have met the standard.			

	ORGANIZATIONAL	**2018-19**	**2017-18**	**2016-17**
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 2018-19. Portland Arthur Academy has remained consistent and reliable in both maintaining achievement standards and planning for operational sustainability.			